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Descriptors-*Abstracts, Education, *Indexes (Locaters)
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

ED 177 278 CE 016 435

Charner, Ivan And Others

An Untapped Resource: Negotiated Tuition-Aid in the Private Sector.

National Manpower Inst., Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 78

Note-104p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Education, Adults, Adult Students, Business, *Collective Bargaining, Contracts, Employee Attitudes, Employees, Employer Attitudes, Employers, Fringe Benefits, *Industrial Training, *Labor Education, Labor Unions, National Surveys, *Student Financial Aid, *Surveys

Tuition aid plans that are contained in negotiated labor contracts covering one thousand or more workers were analyzed to describe their characteristics, identify barriers to worker participation, and recognize the benefits of giving employees financial aid to pursue courses offered on or off company or union premises. Procedures included a review of literature on the educational activities of workers and development of a conceptual framework for the process of tuition-aid utilization involving society, employers, unions, workers, and educators. Information was collected from matched pairs of fifty company and union officials and from 910 workers covered by the same contracts. Based on results, it is estimated that 1,600,000 workers are covered under 198 different negotiated tuition aid plans. Four types of plans were identified: tuition advancement or reimbursement, educational leave and leave-of-absence, training funds, and scholarship and educational loans. From the findings on the nature of negotiated tuition-aid in the private sector and the problems and barriers related to its use by workers, program and policy recommendations were formulated. Program recommendations focus on the need for new information delivery systems, for better counseling services, and for improvement of linkage between work site and educational providers. Policy recommendations point up need for additional research on aid and educational opportunities for adult workers, for a federal interagency panel on labor education, for greater collaboration between those initiating or operating tuition plans, and for better understanding of the issues by all members of society. (JT)

ED 177 279 CE 016 628

Hodgkinson, Barbara And Others
Report of the P.E.C.A. Task Force on Lifelong Learning.
George Washington Univ., Washington, D.C. Inst. for Educational Leadership.
Pub Date- Feb 77
Note-85p.
Available from-Postsecondary Education Convening Authority, Institute for Educational Leadership, The George Washington University, 1001 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036 ($3.00 prepaid)
Pub Type- Reports - Research (143) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adult Education, Agencies, *Continuous Learning, Educational Coordination, *Educational Needs, *Educational Opportunities, Interagency Coordination, *Interinstitutional Cooperation, National Surveys, Organizations (Groups)
Identifiers-*Lifelong Learning

Based on an investigation of the lifelong learning resources available outside of traditional postsecondary institutions in American society, this report provides an overview of available educational resources and suggests interorganizational linkages for reaching more people more effectively. The overview section describes the types of efforts of 150 organizations, associations, institutions and agencies contacted providers, brokers, and validators of lifelong learning. Seventeen kinds of organizations are described based on their programs, implementation, and objectives: business and industry; federal, state, and local government; the military; labor unions; professional societies; formal, non-profit education; proprietary (formal, profit making) education; free universities; museums, libraries, and community agencies; consumer education groups; political education groups; church and religious groups; women's groups; senior citizens' groups; minority group organizations; services for handicapped adults; and adult basic education (ABE) programs. The section on need for linkages notes that the two major problems found in the investigation were underserved populations and duplication of resources. Examples are given of existing interorganizational linkages along with analysis of what factors should be considered in establishing future cooperative efforts. An annotated directory of the 150 organizations is appended. Entries are grouped alphabetically and by the sixteen categories. Each includes names of agency contact persons with addresses, phone numbers, and a brief statement of the agencies' purposes and programs as they relate to lifelong learning. (JT)

ED 177 280 CE 017 068

Gebhart, Richard Peter, Richard

Competency Based Professional Education Sequence for Newly Hired VTAE Teachers. Final Report, October 1, 1976-June 30, 1977.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-Jun 77

Note-101p.; Not available in paper copy due to light print

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Educators, *Beginning Teachers, *Competence, Curriculum Development, Inservice Teacher Education, *Performance Based Teacher Education, Preservice Education, *Teacher Certification, *Teacher Education Curriculum, *Vocational Education Teachers

Identifiers-*Wisconsin

This study was performed to develop a competency-based professional education sequence (termed spiral curriculum'') which would provide pre-service and in-service training for new vocational instructors hired directly from trade and industry. Specific objectives were (1) to identify a comprehensive list of professional education competencies needed by a vocational teacher, (2) to select survival competencies and identify the appropriate level needed for first-year teachers, (3) to structure a pre-service educational experience, (4) to develop curriculum plans for follow-up in-service training, and (5) to articulate the plan into the existing Wisconsin certification requirements. A comprehensive list of first-year survival competencies was developed for phase 1 of the spiral curriculum based on a review of studies which list professional education competencies needed by vocational teachers. Phase 2 competencies were selected for follow-up in-service and met the requirements of two courses: methods of teaching and course construction. A curriculum management system including a student competence evaluation system was devised to provide a structured framework for effective use of the performance based modules. In phase 3 students will complete courses in classroom evaluation, principles of vocational education, educational psychology, and introduction to guidance. (Competencies identified for each phase are appended.) (LRA)

ED 177 281 CE 017 110

Richardson, Harold

Community Occupational Survey: Final Report.

Northwest R-I School District, House Springs, Mo.
Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date-30 May 78
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Employment Opportunities, *Employment Patterns, Job Market, *Jobs, Labor Market, Labor Supply, *Occupational Surveys, Occupations, Secondary Education, Vocational Education
Identifiers-Missouri (House Springs)

This study was undertaken to determine the occupational opportunities available for high school students and graduates in the Northwest R-I School District of House Springs, Missouri. Specific objectives of the survey were (1) to locate possible part-time and full-time career opportunities for youth and adults, (2) to secure occupational information for guidance purposes and curriculum revision, (3) to determine the employers' interest in adult education, and (4) to secure information for industrial and community planning. Eighty-eight and one-half percent of the businesses in the school district responded to the survey questions through personal interviews. The findings show a concentration of employment opportunities in distributive occupations (70.8) and in trade and industrial occupations (14.6). Also, it was found that there are possibly 1,171 vacancies each year due to normal employee turnover and that the employers in the school district anticipate hiring 1,192 new employees during the next year. (The complete community occupations survey, including the survey instrument, is appended.) (LRA)

ED 177 282 CE 017 693

Moore, Earl Wellman, Frank

Field Validation of the Career Education Curriculum Project Modules. Phase II. K-6 Validation. Final Report. Part I.

Missouri Univ., Columbia. Missouri Evaluation Projects.

Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Pub Date-Aug 78

Note-266p.; Some parts of this document will not reproduce well due to broken type; For a related document see CE 017 694

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Career Education, Curriculum Development, *Curriculum Evaluation, Elementary Education, *Evaluation, *Instrumentation, Program Effectiveness, Teacher Attitudes, *Test Construction, Test Results, *Test Validity

Identifiers-*Missouri Career Education Curriculum Project

Field validation of the Missouri Career Education Curriculum Project Modules, K-6, was conducted in two phases. In phase 1, three sets of evaluation instruments were produced: K-1, 2-3, and 4-6. In phase 2, the field validation of the K-6 modules was conducted (reported here). (An additional goal of phase 2 was to develop evaluation instruments for the 7-12 curriculum modules. This activity is reported in CE 017 694.) A representative sample was drawn for the field study which included a large metropolitan community, a small city, and a rural community. A total of 1,137 experimental and control subjects were tested. Due to the nature of the material and the structure of the test, 475 subjects were individually tested and 662 subjects were group tested. All control subjects were tested on all five modules. Experimental subjects were tested over the two specific modules taught to them. Finally, at the conclusion of the field testing, each teacner was requested to complete a teacher evaluation form. Several problems were encountered, such as a lack of control over what the teachers were actually teaching and a lack of time to teach all of the module material to any one class. However, overall results seemed positive. (Specific results for each grade and module are reported. Recommendations for test revisions, suggested teaching activities, and evaluators' manuals are appended.) (BM)

ED 177 283 CE 017 694

Moore, Earl Wellman, Frank

Field Validation of the Career Education Curriculum Project Modules. Phase II. 7-12 Instrument Development. Final Report. Part II.

Missouri Univ., Columbia. Missouri Evaluation Projects.

Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Pub Date-Aug 78

Note-197p.; Some parts of this document may not reproduce well due to broken type; For a related document see CE 017 693

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Behavioral Objectives, *Career Education, *Curriculum Evaluation, *Evaluation, *Instrumentation, *Item Analysis, Junior High Schools, Learning Modules, Secondary Education, Statistical Analysis, *Test Construction

Identifiers-*Missouri Career Education Curriculum Project

Focusing on the measurement of outcomes rather than on module materials specifically, test items were constructed to evaluate the Career Education Modules for grades 7-12 developed by the Missouri Career Education Project. First, the stated learning objectives of the modules were converted into outcome objectives. Next, the relevant vocabulary, concepts, and principles presented in the modules were abstracted and compared with the outcome objectives. All the outcome measures were converted to behavioral objectives, which composed the initial pool of test items generated by the staff members. This pool of items was then reviewed for readability, clarity of instruction, grammatical errors, and format of questions. Revisions were made, and a final draft of each module was constructed and reviewed. Arrangements were made at a local junior high school and a local high school to provide subjects for the pilot study of the developed test items. The Item Analysis Program of the Mermac Computer Package was used to analyze the questions. All items considered too easy or too difficult according to statistical results were eliminated or revised. (Specific item analysis and comments for each module are reported. The pilot study tests are appended.) (BM)

Farmer, Helen S.

Career and Family Present Conflicting Priorities for Married Women Today.

Spons Agency-Spencer Foundation, Chicago, Ill.

Pub Date-May 78

Note-32p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, *Career Choice, *College Students, Community Colleges, Family Life, Females, Higher Education, *Mothers, *Parent Role, *Role Conflict, Spouses, *Student Role

A study was conducted to determine the extent to which conflict between home and career was experienced today by mothers who had returned to college. Subjects were married mothers, 53 from a community college (Group 1) and 109 from a state university (Group 2). A measure of home-career (H-C) conflict was developed for the study using four TAT-like narrative cues. Results indicated that story cues suggested negative consequences of various kinds to 41 percent of Group 1 and 43 percent of Group 2. Twenty percent of Group 1 and 17 percent of Group 2 responded with clinical denial'' to story cues presenting a women and child. Thirty-five percent of the continuing education women and 33 percent of the college women wrote stories which were neutral and reflected no conflict as long as they viewed the mother's activity outside the home as occasional. Only four percent of Group 1 and seven percent of Group 2 wrote stories reflecting a harmonious blending of work and family roles, with positive effects for other members of the family. It was concluded that findings indicate the existence of the discomfort experienced by married women returning to college, and suggest some content validity for the H-C measure developed. (Author/JH)

ED 177 285 CE 018 108

Loring, Rosalind K. And Others

Adapting Institutions to the Adult Learner: Experiments in Progress. Current Issues in Higher Education, 1978 National Conference Series.

American Association for Higher Education, Washington, D.C.
Pub Date-78
Note-29p.; Papers presented at the American Association for Higher Education Conference (1978); For related documents see CE 018 107-110
Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($2.00, plus $1.00 handling fee for orders under five items; $12.50 for an entire set of eleven papers)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, *Adult Students, *Change Strategies, College Programs, Colleges, Consumer Protection, Educational Change, Educational Innovation, *Higher Education, Interdisciplinary Approach, Marketing, Performance Based Education, Program Design, Student Costs, Student Needs, Universities

The four conference papers presented here examine specific strategies and programs by which colleges and universities can design and adapt programs for adult students. In Strategies of Adaptation'' Rosalind K. Loring notes six major types of adaptation to which traditional, four-year schools have resorted (flexible schedules, simulated environments, special admission and retention policies, interdisciplinary degrees and programs, mass media delivery, and holistic programs such as contract learning and simulation gaming. She also discusses continuing barriers: notions of academic excellence,'' systems of accumulating credits, and financial problems. Charlotte LeGates describes an interdisciplinary program developed by Justin Morrill College of Michigan State University a pilot program for civil service workers who could attend at night and a permanent program, individually designed, in public policy and in society and law. In the third paper Mary Jim Josephs explains what a competency-based program is, how it can speak to the unique set of needs of nontraditional students, and how such an approach corresponds to the institutional need to create programs to recruit and retain nontraditional students. An Experiment in Unbundling Services for Adults'' by Joseph P. O'Neill deals with the issue of consumer protection the question of equity for part-time and evening students in the tuition charges they pay. He examines the unit price system (credit-hour charge), the core and peripheral services involved, and some efforts at price sensitivity and repackaging underway in some schools. (JT)

ED 177 286 CE 018 110

Bunting, Charles I. And Others
Next Steps toward Lifelong Learning: Views from Three National Projects. Current Issues in Higher Education, 1978 National Conference Series.
American Association for Higher Education, Washington, D.C.
Pub Date-78
Note-22p.; Papers presented at the American Association for Higher Education National Conference (1978); For related documents see CE 018 107-110
Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($2.00, plus handling fee for orders of under five items; $12.50 for an entire series of eleven papers)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Characteristics, *Adult Education, Career Change, *Continuous Learning, *Delivery Systems, *Educational Innovation, *Educational Planning, Federal Government, Federal Programs, Government Role
Identifiers-*Lifelong Learning

Summarizing three different perspectives on lifelong learning in America, these three conference papers each reflect the orientation of a particular group of individuals involved in a particular project or study. Charles I. Bunting reflects the concerns of the Department of Health, Education, and Welfare as presented in its first report on lifelong learning to Congress. He notes that the Lifelong Learning Act (``Mondale Bill'') part of the Education Amendments of 1976 authorized support of three general activities: research and analysis, demonstration and dissemination, and state-level efforts. He summarizes what the legislation sought to convey about lifelong learning and how the project interpreted its charge and established an agenda and recommendations for its report. Rexford Moon's paper describes the context and intent of a new project of the College Entrance Examination Board that will offer new services to adult learners and institutions. Included is review of a study on characteristics of adults in career transition and an overview, Future Directions for a Learning Society, which focuses on educational and career planning information, assessment of learning, fostering of public awareness, new arrangements for credentialing and certification, and institutional program planning and development. The third paper, by Richard E. Peterson, is based on experience in the Educational Testing Service project sponsored by the Exxon Foundation. Nine ``important next steps'' are suggested to move lifelong learning from rhetoric toward reality. (JT)

ED 177 287 CE 018 419

Physical Accessibility of Public Supported Vocational Schools for Handicapped Students.

Associated Educational Consultants, Inc., Pittsburgh, Pa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-78
Note-73p.; Appendix D ''Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped'' which was removed for copyright reasons, is available from American National Standards Institute, Inc., 1430 Broadway, New York, NY 10018 (ANSI A117.1-1961, $2.75)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Access to Education, Building Conversion, Community Colleges, Educational Facilities, *Estimated Costs, Facility Improvement, *Facility Requirements, *Handicapped Students, *Physically Handicapped, Postsecondary Education, Secondary Education, Vocational Education, *Vocational Schools
Identifiers-*Pennsylvania, Rehabilitation Act 1973

A study was conducted to (1) identify what structural changes need to be made to existing buildings in order to make vocational programs accessible to handicapped persons in Pennsylvania and (2) determine the costs of making required structural modifications. Ten persons who were either handicapped or who were associated with programs designed for handicapped were interviewed to develop a checklist to be used by the evaluators when conducting on-site visits. The checklist consisted of a list of fifteen physical barriers for handicapped students. Site visits were conducted to seventy-eight area vocational technical schools, sixteen comprehensive high schools, and fifteen community colleges. Among the findings was that none of the schools was in full compliance with the provisions of Section 504 of the Rehabilitation Act of 1973. In order to make all vocational programs accessible to handicapped persons, it is estimated that the total cost for needed modifications is $2,562,921.00 in area vocational technical schools, $499,468.00 in community colleges, and $834,550.00 in twelve comprehensive high schools. (Tables showing items at each school not in compliance with American National Standards Institute standards and estimated costs for modifications are provided. The accessibility checklist is appended.) (LRA)

ED 177 288 CE 018 833

Abt, Phyllis J., Comp. And Others

Occupational Analysis of Colorado Homemakers Utilizing the DACUM Approach. Publication Number OA10.

Colorado State Univ., Ft. Collins. Curriculum Materials Service.
Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver. Div. of Occupational Education.
Pub Date-30 Sep 78
Note-201p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-American Indians, Blacks, *Educational Research, *Homemaking Skills, *Interviews, Low Income Groups, Males, Mexican Americans, One Parent Family, Parents, Rural Population, Spanish Americans, *Task Analysis, Workshops
Identifiers-*Colorado, *Design a Curriculum

A project was conducted to identify the commonalities and uniqueness of tasks performed by homemakers throughout Colorado. Initial data was collected from ten subgroups of the Colorado homemaking population: rural, low income, male, single/before children, couple/during children, single parent, after children, Hispanic, Black, and Native American. Each group participated in a two-day Design a Curriculum (DACUM) workshop to develop a chart of occupational responsibilities by first identifying the major homemaking competencies and then prioritizing them according to importance. From the ten charts that were developed an interview format was established, and interviews with 195 randomly selected homemakers in Colorado were conducted. Analysis of the interview data showed that tasks associated with personal hygiene, feeding pets, and preparing meals for the family were performed most frequently. Selecting housing, caring for infants and small children, and moving household goods required the most time. From the results of the study it was concluded that the DACUM approach was an effective means of analyzing the occupation of homemaking. (Author/JH)

ED 177 289 CE 018 847

Pypcznski, Penny

A Survey to Determine If Specialized Library Staff Are Available for Adult Education Programs.

Pub Date-Dec 77

Note-33p.; Not available in paper copy due to light print; for a related document see CE 018 848

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Libraries, *Adult Education, *Adult Education Programs, Colleges, Higher Education, *Librarians, Library Education, Library Facilities, Library Science, Manpower Needs, Needs Assessment, State Surveys, Universities

Identifiers-*New Jersey

Objectives of a survey of New Jersey colleges and universities were to identify institutions that offered programs or courses in adult education or maintain learning centers and to ascertain if library staff members were available for reading guidance and resource improvement. Based on a literature review, a questionnaire was developed and mailed to forty-eight two- and four-year community, public, and private (but not religious-affiliated) colleges and universities in the state. Along with basic information on the different types of adult education programs offered, the questionnaire sought data on the location of activities (e.g., main campus, extension center, public library), length of time the program has been in operation, organizational structure (department responsible to within the school), institutional cooperation, and facilities. Of the forty-four institutions responding, thirty-six had operating adult education programs: adult basic education, continuing education, community education, high school equivalency, etc. Only ten had proper facilities; others used the general library or had no resources whatsoever. Only twelve indicated that they had a librarian trained in adult education background to keep up with new materials, grants, research, etc. However, twenty-four indicated that their programs could use a specialized professional staff member. Recommendations were made to include specialized courses in adult education librarianship in all library school curriculums in New Jersey. (Questionnaire is included.) (JT)

Pypcznski, Penny

Curriculum Resource Materials for Adult Education Librarianship.

Pub Date-Jan 78
Note-42p.; Not available in paper copy due to light print; For a related document see CE 018 847
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, Colleges, *Curriculum Development, Educational Needs, Educational Resources, Higher Education, *Library Science, *Resource Materials, Universities

Growing out of concern for lack of library school training for adult education work, this paper summarizes a literature review on librarianship for adult education, outlines topics of concern for a curriculum in adult education librarianship, and lists resources for use in developing such a curriculum. The literature review, focusing on the growth of adult education and the need for library services, includes report of a survey of thirty college catalogs (randomly selected from the fifty-seven accredited library schools) which revealed that only one school in the Northeast offered a specific course: Library Adult Education Services. The outline of curriculum concerns covers problems and responsibilities of adult education librarianship, types of library adult education service, forms of training for adult education librarians, and ideas for working with library adult education. The resource list suggested for use in curriculum development cites forty-one books, twenty-six articles, eight reports, nine ERIC (Educational Resources Information Center) documents, eight dissertations, fifteen adult education periodicals, eleven national associations, and six special programs and services. Concluding recommendations emphasize the need for librarians to understand the goals of adult education and the problems peculiar to working with adults in the educational, not recreational, aspects of the library. (JT)

ED 177 291 CE 019 878

Maerkedahl, Inge

Educational Patterns and Occupational Structure in Denmark. A Historical and Geographical Analysis of Youth Education, 1945-1975, with an English Summary. Socialforskningsinstituttet Studie 37.

Danish National Inst. of Social Research, Copenhagen.
Pub Date-Nov 78
Note-158p.; Some tables and charts may not reproduce well due to small print
Language-Danish; English
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Adolescents, Differences, Educational Alternatives, *Educational Background, Educational Experience, Educationally Disadvantaged, Educational Opportunities, *Educational Policy, *Employment Qualifications, Followup Studies, Higher Education, Job Training, Longitudinal Studies, *Occupational Choice, Postsecondary Education, Regional Characteristics, Rural Urban Differences, Secondary Education, Student Recruitment, Vocational Education, Vocational Followup, *Young Adults
Identifiers-*Denmark

This is the eighth report from the Danish National Institute of Social Research on the longitudinal survey of a generation of adolescents' educational and occupational choices. Presented in Danish, the study also contains an abstract and summary in English. The report analyzes important fields of youth education sought by sixteen-to-nineteen-year-olds for the past thirty years. The educational pattern development of the young is dealt with in the light of shifts in the tripartition of a generation of young people. (Tripartition refers to those who receive upper secondary education preparing for higher education and thus acquiring occupational qualifications of a more theoretical character; those who receive education oriented toward vocational training; and those who receive no education or training after primary school, thus entering the labor market with limited qualifications.) The study attempts to elucidate the overall education-seeking development through an examination of educational patterns development in different regions and in urban and rural districts. The development of educational patterns is related to the main features of the development in the occupational and qualification structure. The study deals with the question of which parts of the educational policy have facilitated educational pattern development. (Author/CSS)

ED 177 292 CE 020 120

Vocational and Bilingual Curriculum Development: A Cooperative Effort. Final Report.

New York Univ., N.Y. Dept. of Technology and Industrial Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Grant-G007604316
Note-56p.; Appendix materials may not reproduce well due to small type; For a related document see CE 020 121
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Bilingual Education, *Curriculum Development, Formative Evaluation, Instructional Materials, *Manuals, Material Development, Models, Needs Assessment, Non English Speaking, Secondary Education, *Translation, *Vocational Education

Two objectives of this bilingual vocational education project were to modify and translate vocational education curricula for bilingual students and students of limited English speaking ability and to document the process of material modification and translation in a procedural manual. A needs assessment was conducted at the secondary level surveying bilingual programs, students, and teachers in New York City schools. A search for suitable curricula to adapt for use of students of limited English speaking ability resulted in identification of materials on welding, marketing, auto body repair, receiver-drier, power mechanics, graphic arts, French knife, and auto mechanics. These were translated into Spanish and French. Problems encountered in translation included vocabulary (standard or vernacular) use, cultural accuracy, whether to use French or Creole, and format. Problems were documented and solutions provided in the curriculum development manual, which covers six topics: needs assessment, materials acquisition analysis, modification, materials translation, materials production, and field testing. Appended are the needs assessment data on bilingual vocational programs in New York City schools and a copy of the survey instrument. The manual is available separately as CE 020 121. (FP)

ED 177 293 CE 020 122

Course of Study Project. Final Report. Vocational-Technical Education Departmental Report, Vol. 17, No. 18.
Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Feb 79
Note-34p.; Not available in paper copy due to light and broken type
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Appliance Repairing, Area Vocational Schools, Auto Mechanics, Building Trades, Commercial Art, *Course Content, *Curriculum Development, Curriculum Guides, Graphic Arts, Performance Based Education, Postsecondary Education, *Program Content, *Program Validation, *Vocational Education, Welding
Identifiers-*Pennsylvania

Designed for use by area vocational-technical schools and other vocational programs, this project developed courses of study in eight occupational areas: commercial art, appliance repair, automotive mechanics, graphic arts, building trades maintenance, building construction trades, diesel mechanics, and welding. Course-of-study development committees composed of one instructor from each of the three regions of Pennsylvania were formed for each occupational area to be developed. Each committee developed a course outline for its occupational area based on a job and trade analysis. This outline was reviewed and validated by state teachers in that occupational area before the total course of study was developed. In addition to the reviews by teachers, 100-150 tradesmen presently working in the trade reviewed the courses of study. Among factors contributing to the conduct of the project were findings that the courses of study were well received by vocational teachers throughout the state and that the cost of completing a course of study decreased every year for the five-year duration of the project. The project's three objectives (1) provide a guide to assist beginning and established teachers in the delivery of a complete and reliable education in their occupational speciality areas; (2) continue phase II of the areas developed in the past year and expand the job and trade analysis into a complete course of study; (3) provide a base for which occupational competencies could be identified and established in the future were considered to have been met. The questionnaire used to evaluate the courses of study and workshops is appended. (LRA)

ED 177 294 CE 020 123

Vocational Rehabilitation of the Hearing Impaired Mentally Retarded. Final Report, 10/1/76 to 12/31/77.

Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Grant-G007604434

Note-53p.; Not available in paper copy due to thin type

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescents, Adults, *Aurally Handicapped, *Behavior Rating Scales, Daily Living Skills, Evaluation, Group Experience, Interpersonal Competence, Job Skills, Mathematics, *Mentally Handicapped, Normalization (Handicapped), Placement, *Rehabilitation, *Test Construction, Testing, Test Reliability, Test Validity, Vocational Maturity

The Rehabilitative Skills Inventory (RSI) was developed and tested as an assessment tool to measure the proficiency of hearing impaired mentally retarded (HIMR) in several skill areas related to successful functioning in a community living facility. The areas covered are mathematics and money skills, vocational performance, vocational behavior, community skills, and daily living skills. The authors compiled an initial inventory of items that sampled those skills they believed were essential for successful independent living in a community situation for their HIMR clients. Three HIMR groups (children, adolescent/adults, and a halfway house group) and one (mentally retarded) control group were used for testing and refining the scaled inventory over a seven-month period. Subjects and evaluators were from the Dixon Developmental Center in Illinois. Analysis of data indicates good inter-rater and test-retest reliability as well as good concurrent validity with other measures that assess adaptive behavior (e.g., the Fairview Self Help Scale and the San Francisco Vocational Competency Scale). The authors conclude that the RSI has unique features for measuring readiness of HIMR clients for community living. (Included are a copy of the RSI, test data, and instructions for raters.) (FP)

ED 177 295 CE 020 345

Fine, Richard D.

The Career Resource Center: A Guide for Implementation.

Roanoke City Public Schools, Va. Dept. of Vocational and Adult Education.

Pub Date-78

Note-59p.; Some pages in this document may not reproduce well due to heavy type ; Prepared in cooperation with the Blue Ridge ETV Association

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Role, *Career Development, *Career Education, Community Resources, Counselor Role, Educational Resources, Facilities, Facility Planning, Human Resources, Information Centers, Information Sources, Instructional Staff, Models, Objectives, Occupational Information, Parent Role, Planning, *Program Development, *Resource Centers, *Resource Materials, *Resource Room Programs, Resource Teachers, School Community Cooperation, School Community Relationship, Secondary Education, Special Programs, Student Role, Teacher Orientation, Teacher Role

Presenting information on how to implement a career resource center in a school, this guide is divided into five sections. The first section explains career development, the career resource center, the rationale for implementation, and why career information is important to career development. Section 2 lists seven objectives used in establishing a career resource center. The planning and organization of a career resource center is discussed in section 3. Included are five models for selecting staff members, and teacher orientation activity guidelines. The coordinating counsel, spatial considerations, publicity, and evaluation and modification are also discussed. The fourth section explains how students, teachers, counselors, administrators, business and labor, and parents can use and benefit from a career resource center. Section 5 suggests career resource material which could be used in a career resource center. (LRA)

ED 177 296 CE 020 449

Thornton, Robert Mitchell, Ian

Counseling the Distance Learner: A Survey of Trends and Literature.

Adelaide Univ. (Australia).

Pub Date-Sep 78

Note-37p.; Research sponsored by grants from the South Australian Government

Available from-Adelaide College of the Arts and Education, 46 Kintore Avenue, Adelaide, South Australia, Australia 5000 ($5.00; $3.50 for five or more)

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Counseling, Adult Education, Correspondence Study, Counseling, Counseling Services, *Educational Counseling, Educational Technology, Extension Education, *External Degree Programs, *Nontraditional Students, *Open Education, Outreach Programs, Research Needs, Student Needs

From the perspective of counseling the distance learner, this paper explores trends in literature which might reflect increased awareness of the needs of the non-traditional student and the establishment and mobilization of resources to meet those needs. It is noted that comparatively little has been written in this specialized field so that a major purpose is to provide focus for further work. The need for counseling for non-traditional students is documented in the context of worldwide expansion of non-traditional programs. Educational brokering independent learning consultants functioning as intermediaries between diverse groups of students and the vast array of learning resources in their community is highlighted as an encouraging component of any open education system. It is postulated that the need for counseling and information among non-traditional learners is greatest at the beginning of their study and that higher withdrawal rates among external students as compared to internal ones may be largely due to need for counseling. Four types of communication technology for distance counseling are examined: correspondence counseling, audio-cassette counseling, telephone counseling (five methods), and face-to-face counseling (three ways). Issues are also raised with regard to counseling the academic staff who work with distance students. Conclusions point up need for investigation of needs of non-traditional students, independent counseling services, training of specialist counselors, and the range of activities. The bibliography of over 150

items includes journal articles, conference papers, and reports largely of U.S., British, and Australian origin. (JT)

ED 177 297 CE 021 384

Sweat, Clifford H., Ed.

Early Adolescent Competencies. 1979 Study. Report of the Early Adolescent Education Association of Illinois.

Early Adolescent Education Association of Illinois, Urbana.
Pub Date-79
Note-79p.; Photographs in this document will not reproduce well
Available from-The Interstate Printers & Publishers, Inc., 19-27 N. Jackson St., Danville, IL 61832 ($4.75, less educational discount of 10% on single copy; less 20% on 2 or more copies)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adolescence, *Adolescents, Career Development, Career Education, *Competence, Cultural Awareness, Interpersonal Competence, *Junior High School Students, Language Arts, Mathematics, *Minimum Competency Testing, Physical Development, Social Sciences
Identifiers-Illinois

Designed to encourage debate, discussion, and, eventually, evaluation of the minimum competency testing movement, this book examines academic, physical, social, aesthetic, and vocational competencies that are basic to the development of the early adolescent. The first of six chapters, Early Adolescent Competencies, raises issues facing schools for early adolescents. Chapter 2, Academic Competency and the Early Adolescent, was prepared by teachers or consultants who work in junior high/middle schools and presents specific competencies to be required of students in language arts, social science, and mathematics. The third chapter, Cultural Competencies for the Early Adolescent, discusses three basic areas of cultural competencies to be developed within the early adolescent: awareness, participation, and appreciation. A brief resume of physical competencies a student should reach by the end of the eighth grade or prior to entering high school is presented in chapter 4. Focusing on social competencies, chapter 5 lists social skills needed by the young adolescent to participate as a responsible and contributing member in a free democratic society. The final chapter reviews (1) the career education curriculum requirements for Illinois, (2) the evolution of career education, (3) vocational development needs of junior high/middle school students, and (4) career development competencies. (LRA)

ED 177 298 CE 021 481

Jacobson, Marilyn D.

Adult Career Advocates Training Project. Interim Report.

Northwestern Univ., Evanston, Ill. School of Education.

Spons Agency-Office of Education (DHEW), Washington, D. C. Special Services Div.

Pub Date-Jan 79

Grant-7-0695-0

Note-243p.; For a related document see CE 021 335

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Administrative Organization, *Adult Counseling, *Adult Programs, Adults, *Counseling Services, Educational Counseling, Financial Support, *Guidance Centers, National Surveys, Networks, Out of School Youth, Vocational Counseling

The first year's activities of the Adult Career Advocates Project are described in this interim report, a national study of what counseling services are available for out-of-school youth and adults. Focus is on administrative structure, programming, staffing, and funding of the 353 centers identified as providing career and educational guidance to adults. Chapter 1 reviews the need for adult advocacy, gives an overview of the services provided by advocacy centers and the types of agencies which sponsor them, and briefly reviews recently completed studies and several in-progress investigations expected to contribute to adult advocacy activities. Chapter 2 offers brief sketches of each of the networks to which centers studied are affiliated and other networks likely to contribute to the advocacy movement (e.g., American Management Association, education information centers, National Alliance of Business, National Center for Educational Brokering). Chapter 3 contains brief case studies of twelve center programs, descriptions of thirty-two noteworthy programs by categories (e.g., colleges, peer counseling, telephone, business and industry, extension), and notes on twenty-seven noteworthy practices. A description of the survey methodology and analysis of findings are presented in chapter 4 while chapter 5 discusses the trends and patterns revealed by the study in terms of further project activities and continuing research. (The survey instrument, survey mailing list, and agenda for a related conference on Managing the Life Cycle" are appended.) (JT)

ED 177 299 CE 021 482

Iowa Career Education Inventory.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-100p.; Some small print may be marginally legible
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Career Awareness, *Career Development, *Career Education, Career Exploration, *Educational Objectives, Elementary Secondary Education, *Student Evaluation, *Student Testing
Identifiers-*Iowa

Based on the Iowa model for career education, this career education inventory presents a series of four tests for measuring a student's career education development. Following a list of student outcome objectives, tests are provided for four levels of career development: grades K-3, awareness; grades 4-6, accommodation; grades 7-9, exploration; and grades 10-12, preparation. Each test contains sixty items designed to measure the following six domains of career development: (1) self; (2) self and society; (3) interpersonal relations; (4) decision making; (5) occupational, educational, and economic concepts and skills; and (6) work attitudes and values. Guidelines are provided for scoring and analysis, interpretation of results, corresponding test items to objectives, and monitoring the cirruculum. The general career education goals and objectives of Iowa are appended. (LRA)

ED 177 300 CE 021 692

SAM California Community Colleges, Sacramento. Office of the
Chancellor.; Los Angeles Community Coll. District, Calif.
Pub Date- 78
Note-400p.; Parts of this document will not reproduce well due to small and broken type and colored paper; For related documents see ED 097 071-072 and ED 135 443
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Classification, College Curriculum, *Community Colleges, Data Collection, Data Processing, Employer Attitudes, *Evaluation Methods, Failure Factors, Junior Colleges, Models, Program Effectiveness, *Program Evaluation, Program Improvement, Success Factors, *Vocational Education, *Vocational Followup
Identifiers-*COPES, *SAM

This manual contains information on two evaluation systems for occupational programs at California community colleges. For the first, COPES (Community College Occupational Programs Evaluation System), which is a self-evaluation process, a guide is provided as well as a set of seven evaluation forms for the college president, faculty, counselors and administrators, part-time instructors, students, advisory committee members, and a site visitation team. The guide delineates the various steps in the COPES study that ultimately result in a written report summarizing the strengths of the college occupational programs, their priority needs for improvement, and the responses of the evaluation forms. For the second, SAM (Student Accountability Model), which is a followup evaluation, an operations manual is included as well as various forms and code listings. The manual describes SAM's major components: (1) a classification of occupational courses; (2) student followup for non-continuing students according to college major and academic accomplishment for the previous year; and (3) employer feedback. In the booklet ``SAM, COPES & You'' both systems are explained with emphasis on their data collection techniques, which improve the community colleges' ability to measure the performance of their vocational courses. (ELG)

ED 177 301 CE 022 094

Hart, Gaye, Ed.

School-to-Work Transition. Conference Proceedings (Monash University, August 18-19, 1978).

Monash Univ., Clayton, Victoria (Australia).
Pub Date-Aug 78
Note-85p.
Available from-Publications, Centre for Continuing Education, Monash University, Clayton, Victoria, Australia 3168 ($3.00)
Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Development, *Career Education, Cooperation, Employment Programs, Relevance (Education), *School Industry Relationship, Work Experience Programs, Youth, *Youth Employment
Identifiers-*Australia, *School to Work Transition

Proceedings of the School-to-Work Transition Conference held at Monash University in Australia are presented. Following the conference program, eight presentations from the conference are given. Presentations were as follow: (1) School-to-Work Transition Introduction, by Alan Wright, summarizes the themes, strategies in planning, and important features of the conference; (2) From the Stop-Gap to the Long-Term, by Charles Beltz, focuses on how employers, unions, teachers, parents, and students can make contributions to an easier school-to-work transition; (3) School-to-Work Transition The Role of Work Experience Programmes, by Peter Cole, addresses the question of work experience being a new approach to curriculum development; (4) School-to-Work Transition: An Industry View, by Malcolm King, discusses the difficulties and needs associated with the school-to-work transition; (5) Collaborative Effort in Career Education A Discussion Paper, by Gaye Hart, focuses on the collaborative effort between the business-industry-labor community and the education system in implementing career education; and (6) Dialogue between the School and the World of Work, by Gaye Hart, presents the findings of a project that was to encourage dialogue between teachers and employers to identify curriculum strategies relevant to the school-to-work transition. A brief perspective on the conference presented by Richard Belshaw concludes the document. (LRA)

ED 177 302 CE 022 271

Spooner, Kendrick L. Shaper, Jeffrey E.
Wyoming Experience-Based Career Education Evaluation Handbook.
Wyoming State Dept. of Education, Cheyenne.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-76-0155
Note-130p.; For related documents see CE 022 272-273
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrator Guides, *Career Education, *Curriculum Evaluation, Data Analysis, Data Collection, Elementary Secondary Education, *Evaluation Methods, *Experiential Learning, Guidelines, Measurement Instruments, *Program Effectiveness, *Program Evaluation, Reports, Sampling, Site Analysis
Identifiers-Wyoming

This evaluation handbook is the third in a series of three handbooks developed for individuals, school districts, and agencies interested in implementing career education programs. It is a user's manual with easy-to-follow directions for the implementation of specific evaluation activities. The handbook is divided into the following nine sections: (1) evaluation plan; (2) evaluation designs; (3) sampling; (4) instrumentation; (5) data collection; (6) data analysis; (7) site review; (8) program status review; and (9) report writing. A brief introduction provides an overview of the handbook and describes its organization. Both product and process evaluation are dealt with in this handbook. The overall intent is to provide information local administrators can use to evaluate the impact of career education and the effectiveness of the implementation of career education. Each section can be used independently or as a reference. (BM)

Ryan, John Spooner, Kendrick L.
Wyoming Experience-Based Career Education Planning Handbook.
Wyoming State Dept. of Education, Cheyenne.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-76-0155
Note-90p.; For related documents see CE 022 271-273
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Education, Elementary Secondary Education, *Experiential Learning, *Needs Assessment, Program Design, *Program Planning, *Program Proposals, *Project Applications, Recordkeeping
Identifiers-Wyoming

This planning handbook is first in a series of three handbooks developed for individuals, school districts, and agencies interested in implementing career education programs. This handbook is divided into the following four units: (1) needs analysis; (2) model selection; (3) work plan development; and (4) application form and procedures. A brief introduction provides an overview of the handbook and includes a flowchart of the activities. A bibliography of references is also included. The purpose of the planning handbook is to provide school district personnel with information which will guide them through the various steps required to apply for experience-based career education funds. (BM)

Shafer, Jeffrey E. Spooner, Kendrick L.
Wyoming Experience-Based Career Education Implementation Handbook.
Wyoming State Dept. of Education, Cheyenne.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-76-0155
Note-126p.; For related documents see CE 022 271-272
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrator Guides, Advisory Committees, *Career Education, Community Resources, Curriculum Development, Elementary Secondary Education, *Experiential Learning, Guidelines, Information Dissemination, *Objectives, *Program Administration, *Program Budgeting, *Program Development, Public Relations, Staff Improvement, Staff Utilization
Identifiers-Wyoming

This implementation handbook is second in a series of three handbooks developed for individuals, school districts, and agencies interested in implementing career education programs. This handbook is divided into the following eight units: (1) clarification of program objectives; (2) management planning; (3) budgeting; (4) staff development; (5) materials development/selection; (6) community resource development; (7) advisory committee selection; and (8) dissemination and public relations. A brief introduction provides an overview of the handbook and identifies the Wyoming State Department of Education Goals for implementation, goals for experience-based career education, and student objectives/outcomes. The suggestions included in this handbook are intended to serve as guidelines and are designed to be extended and/or modified to address the specific needs of the user. (BM)

ED 177 305 CE 022 289

Woolley, Barbara H.

New Health Practitioners: The Nurse Practitioner and the Physician's Assistant. Extension Studies 80.

Pennsylvania State Univ., University Park. Cooperative Extension Service.

Spons Agency-Department of Agriculture, Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date-Jul 78

Note-30p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitudes, Health Occupations, *Health Personnel, Health Services, *Physicians Assistants, *Practical Nurses, Professional Personnel, *Trend Analysis

Identifiers-*Health Practitioners

Based on the trend toward greater reliance on new health practitioners, this book focuses on the nurse practitioner and the physician's assistant. The first of four sections describes the nurse practitioner and the physician's assistant and what their functions are in the delivery of health care services. Discussing why new health practitioners are needed, section 2 expounds on how they will affect the supply of primary care services and how they can influence the rising cost of health care. The third section addresses the acceptance and effectiveness of new health practitioners by professional personnel and consumers. The final section discusses impediments to the full potential and utilization of new health practitioners such as licensure and the question of reimbursement for services. An annotated bibliography of suggested readings is included. (LRA)

ED 177 306 CE 022 367

Echternacht, Lonnie Lang, Mary Jane

Word Processing for Business and Office Education Block-Time Programs. Instructional Materials in Word Processing. EPDA 553 Project.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.

Pub Date-30 Sep 78

Note-132p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Business Education, *Business Skills, *Instructional Materials, *Learning Activities, *Office Occupations, Postsecondary Education, *Program Development

Identifiers-*Word Processing

Designed to serve as a supplement to published materials currently available, this word processing instructional/learning materials guide is divided into five major sections: word processing equipment, dictation techniques, case problems in word processing, career opportunities in word processing, and phases in establishing an instructional word processing center. Included in sections 1, 2, and 4 are suggested course objectives, a course outline, student learning activities and materials, and student evaluation activities. Section 3 provides fifteen case problems which provide (1) situations for analyzing the five phases of word processing, (2) human relations situations, and (3) situations directly involved with the input and output of word processing. The fifth section contains a survey to determine word processing needs of area businesses and a prospective student survey for word processing programs. A glossary of selected word processing terms is included along with a list of sources of word processing films and a selected bibliography of instructional materials. (LRA)

Louisiana Occupational Training Information System. Phase V, Net Manpower Needs, 1979.

Louisiana Tech Univ., Ruston, Coll. of Administration and Business.
Spons Agency-Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Pub Date-Jun 79
Note-51p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Business, Data Analysis, Data Collection, *Demand Occupations, Employment Patterns, *Employment Projections, *Employment Statistics, Industry, Occupational Surveys, *Statewide Planning, *Vocational Education
Identifiers-*Louisiana

The Louisiana Occupational Training Information System (LOTIS) has provided a series of analyses of current employment, demand for replacement personnel, and supply of workers in each state planning district and for each occupational category. Phase five of LOTIS gathered data for basically all non-agricultural workers in the state. The survey sample was stratified by Standard Industrial Classification, by firm size, and by economic development district. Firms within each stratification were selected randomly, with approximately 1,200 business firms and various federal, state, and local government agencies being included. Current employment and one-year demand data were obtained through mail questionnaires, telephone interviews, and in-person contacts. These data were provided by individual business firms, professional certification boards, licensing boards, trade association directories, informal trade suppliers, union officials, federal agencies, state agencies, and local government agencies. Supply data were provided by the Louisiana State Department of Vocational Education. After employment components were determined, complete inventories were used to validate the sampling methodology. The preliminary results were used by the Vocational Education Division as a part of the 1979-80 State Plan. (The final results are presented and analyzed in this report.) (BM)

ED 177 308 CE 022 474

Hales, James

Development of Model Policies, Procedures, and Agreements Which Enhance Student Articulation between Secondary and beyond Secondary Vocational Education Programs and between Public School and College Vocational Education Programs Offered beyond the Secondary Level. Final Report.

Fairmont State Coll., W. Va.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date-31 May 79

Contract-BVTAE-76-WV-78-R-6

Note-32p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Articulation (Program), Colleges, Postsecondary Education, *Program Coordination, Program Improvement, *Program Planning, Public Schools, Secondary Education, *Vocational Education

Identifiers-*West Virginia

The purpose of this project was to develop a set of model policies, procedures, and agreements that would enhance student articulation among and between secondary and postsecondary vocational education programs. The project was divided into four phases. In the first phase, a nationwide search and review of existing articulation programs and literature was conducted. From this review, a model outline was constructed based on the following five areas of articulation: (1) counseling/orientation, (2) admission requirements, (3) granting of credit, (4) duplication of effort, and (5) job placement and follow-up. Phase 2 consisted of a series of five work sessions with support personnel, vocational center guidance personnel, and college admission and recruitment personnel which developed model articulation policies, procedures, and agreements. The third phase consisted of a series of in-service sessions with vocational faculty members to review and revise the proposed agreements. Phase four was the final compiling and editing of the articulation agreement which contains specific guidelines in each of the five areas of articulation. (Appended material includes the articulation agreement, articulation checklist, recommended planning schedule, and instruction format.) (LRA)

ED 177 309 CE 022 543

Beder, Harold W. And Others

Occupational Education for Adults: An Analysis of Institutional Roles and Relationships. Research Monograph No. 3.

Rutgers, The State Univ., New Brunswick, N.J. Center for Adult Development.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-79

Grant-G007700864

Note-175p.; Not available in paper copy due to light and broken type throughout the document

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Vocational Education, *Articulation (Program), Community Colleges, Institutional Characteristics, *Institutional Role, Interagency Coordination, *Interinstitutional Cooperation, National Surveys, *Public School Adult Education, Question Answer Interviews, School Industry Relationship, State Surveys, Vocational Schools

Identifiers-Comprehensive Employment and Training Act, New Jersey, United States

A study analyzed the nature of the delivery system for adult occupational education provided by the public sector in four New Jersey counties and then across the country. Objectives were to describe, identify, and analyze existing linkage networks; factors affecting articulation; factors facilitating or impeding collaborative linkages between providers and such user systems as business and industry, labor, and CETA (Comprehensive Employment and Training Act) programs; and policy alternatives for enhancing effectiveness. Focusing on four New Jersey counties, the first stage consisted of an ecological analysis of roles and relationships of providers by mapping existing linkage networks and a search for explanations of linkage related phenomena. Over a nine month period, data was collected in three forms (interview, observations, and documentary data) and analyzed using the inductive approach to qualitative data analysis (grounded theory technique). Limitations included the exclusion of methods outside the public sector, geographical bias, and the fact that separate organizational units devoted specifically to adult occupational education are rare. The second stage of research involved the use of the analytical description as a base for extending the study nationally through a survey of state level decision makers. Results indicated minimal coordination and cooperation, sporadic and muted competition, and a general indifference from an ecological systems perspective indicating a need for improving articulation through increased tangible incentives for institutions and state agencies; clarification of institution roles; more collaborative effort with business, industry, and CETA; and improvement of leadership. (FP)

Morrison, Phyllis

Guidelines for the Organization and Administration of Competency-Based Vocational Business Education Programs for Adults.

Pennsylvania State Dept. of Education, Harrisburg.
Pub Date-Jun 79
Note-84p.; Some pages may not reproduce well due to light or broken type
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adult Basic Education, Adult Education, *Adult Education Programs, *Business Education, *Demonstration Programs, Evening Classes, Needs Assessment, *Performance Based Education, Student Evaluation
Identifiers-Pennsylvania

The purpose of these guidelines is to suggest to school districts what should be done to implement a competency based vocational business education program for adults. It also provides guidelines for those districts wanting to organize and administer such a program in their own localities. Ten guidelines are presented in the following areas: (1) adult business education state of the art, (2) implementing competency based business education, (3) providing adult basic education in a competency based adult vocational business education program, (4) providing competency based measurement, (5) assessing entry level jobs, (6) designing competency based instructional materials, (7) implementing competency based business education programs for adults in an evening school, and (8) implementing competency based business education programs for adults in day schools. In addition, a model competency based adult business education program in an evening school and a model program in a day school are provided. The final section, on teaching adults, provides an example set of guidelines for teaching an adult typewriting program. (LRA)

ED 177 311 CE 022 595

Riccardi, Toni And Others

Careers and Management: Strategies for Women Professionals. Pre Conference Seminar (Cincinnati, Ohio, March 24-25, 1979).

Association of Coll. Unions-International, Stanford, Calif.

Pub Date-Mar 79

Note-81p.; Some pages in this document may not reproduce well due to light print ; Document prepared in collaboration with the Commission on Educational Programs and Services and the Women's Concerns Committee

Pub Type- Collected Works - Proceedings (021) - Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Career Development, Career Opportunities, *Careers, *Females, Individual Development, *Management, *Management Development, *Professional Development, Professional Personnel, Sex Role, Sex Stereotypes, Working Women

This report presents the proceedings of the pre-conference seminar, Careers and Management: Strategies for Women Professionals,'' which concentrated on issues related to (1) practicing techniques and strategies which can be applied to on-the-job situations, especially as related to career advancement and (2) developing methods of overcoming problems and barriers which may hinder career growth for women in management and administration. Among the six presentations given were the following: Sex-Role Stereotyping and Socialization, by Cindy Woolbright, which focuses on the idea that the socialization process has been very different for men and women; Management Theories/Models, by Rufus Simmons, which summarizes data indicating the lack of women in positions of managerial and administrative leadership and reviews an alternative management system; Perspectives on Time: Developing Procedures for More Effective Operation, by Stayton Wood, which suggests a method of dealing with the predictable, the routine, and the annual responsibilities which all college union professionals encounter each year; and The Organizational Women: Dilemmas, Contradictions, and Strategies, by Judith Touchton, which emphasizes career management in the context of the institution or organization. (LRA)

ED 177 312 CE 022 623

Distributive Education. Customer Services. Instructor's Curriculum.
Missouri Univ., Columbia. Instructional Materials Lab.
Report No.-DE-28-1
Pub Date- 79
Note-45p.; For related documents see CE 022 624 and ED 170 453-462
Available from-Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Building, Columbia, Missouri 65211 ($4.00)
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Distributive Education, Instructional Materials, Merchandising, *Performance Based Education, *Public Relations, Salesmanship, Secondary Education, Teaching Guides, *Teaching Methods
Identifiers-*Customer Services

This distributive education performance-based instructional unit on customer services contains six lesson plans, each based on a 55-minute class period. The lesson plans cover the following information: (1) purpose of customer services; (2) types of customer services; (3) the influence customer services has on the store's image; (4) the costs involved in offering different customer services; (5) who ultimately pays for customer services; and (6) types of retail stores and the customer services offered by each type. Each unit includes most of the following elements: information sheets, assignment sheets, transparency masters, key and answer sheets, and teacher reference sheets. A list of terminal and enabling objectives and a pre-assessment instrument and key precede the lesson plans. Optional activities, a bibliography, a post-assessment instrument, and key and unit evaluation are included at the end of the unit. (BM)

ED 177 313 CE 022 624

Distributive Education. Physical Distribution. Instructor's Curriculum.
Missouri Univ., Columbia. Instructional Materials Lab.
Report No.-DE-26-1
Pub Date- 79
Note-51p.; For related documents see CE 022 623 and ED 170 453-462
Available from-Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Building, Columbia, Missouri 65211 ($4.00)
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Career Awareness, *Delivery Systems, *Distributive Education, Instructional Materials, *Marketing, Occupational Information, Orientation Materials, *Performance Based

Education, Secondary Education, *Storage, Teaching Guides, Teaching Methods

This distributive education performance-based instructional unit is designed to help students understand the system of physical distribution and to act as an aid to guiding students in preparing for future careers in the transportation industry dealing with the retail, wholesale, and service occupations. (Physical distribution involves the moving and storage of goods, services, and people.) This guide includes seven lesson plans, each based on 55-minute class periods. The lesson plans cover the following information: occupations in transportation pertaining to marketing and distribution; activities involved in warehousing and merchandise-handling; basic types of carriers used in transportation; the appropriate steps necessary to transport a product from a producer to the retail store; and the requirements necessary to enter specific transportation industry careers dealing with retail, wholesale, and service occupations. Each lesson plan includes most of the following items; information sheets, assignment sheets, transparency masters, key and answer sheets, and teacher reference sheets. A list of terminal and enabling objectives and a pre-assessment instrument and key precede the lesson plans. Optional activities, a bibliography, a post-assessment instrument and key, and a unit evaluation are included at the end of the unit. (BM)

ED 177 314 CE 022 642

Carvell, Fred And Others

Technical Report on Research to Identify, Analyze, and Disseminate Information about Opportunities for Males and Females in Nontraditional Occupations. July 1978 through June 1979.

Carvel Education Management Planning, Inc., Los Altos, Calif.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Div. of Vocational Education.

Pub Date-Jun 79

Note-43p.; Some of the appendix materials may not reproduce well due to thin print

Pub Type- Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitudes, *Employment Opportunities, Employment Patterns, Employment Statistics, Enrollment, Enrollment Influences, *Equal Education, Higher Education, Information Dissemination, *Nontraditional Occupations, Occupational Guidance, Program Improvement, Secondary Education, Sex Discrimination, *Vocational Counseling, *Vocational Education

Identifiers-*California

This project was conducted to improve the quality and availability of information pertaining to opportunities in nontraditional occupations for use by teachers, counselors, and interested students. The major project objectives were (1) to review current employment patterns in California to identify nontraditional occupations; (2) to collect and analyze useful information about the possible and extraordinary job demands related to psychological, social, and physical requirements of nontraditional occupations; and (3) to assemble the information revealed by the research into a helpful format suited for use by teachers, counselors, and interested students. Provisions were made for collecting both factual and attitudinal information from educators, students, employers, and employees. Factual data were related to employment statistics and enrollment data for vocational programs in secondary schools and community colleges. Attitudinal information was related to ideas and opinions obtained from persons interviewed. All major study objectives were attained within the timeline and resources allocated. (Appended are sample interview guides, statistical data, lists of participants, a sample copy of reviewer comment sheet, and a sample copy of the dissemination brochure for the guidebook.) (BM)

ED 177 315 CE 022 751

Harrison, Laurie R. And Others

Primary Data of the Vocational Equity Study. Final Report: Volume 1.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.-AIR-66600-4/79-FR

Pub Date-Apr 79

Contract-300-77-0318

Note-613p.; Some tables will not reproduce well due to small, light type; For related documents see CE 022 752-755

Pub Type- Reports - Research (143)

EDRS Price - MF03/PC25 Plus Postage.

Descriptors-Data Collection, Federal Legislation, National Surveys, Program Evaluation, *Research Methodology, *Sex Discrimination, Sex Fairness, *Sex Stereotypes, State Agencies, *Vocational Education

Identifiers-Education Amendments 1976

This volume describes the methods and results of the congressionally mandated study of the nature and extent of sex discrimination and stereotyping in vocational education, and efforts which are being made to eliminate inequities. Following an introduction to the report, part 2 presents the findings and their interpretations organized into six sections: section A focuses on state level data; section B focuses on the local education agency level; section C covers the school level data; section D discusses interviewees' opinions and perceptions of sex equity; section E contains suggestions concerning possible productive approaches; and section F describes constraints that are viewed by vocational educators as limiting or retarding equity in vocational education. Finally, part 3 presents the summary and conclusions in terms of the study's objectives. (JH)

ED 177 316

CE 022 752

Steiger, JoAnn And Others
Literature and Secondary Data Review of the Vocational Education Equity Study. Final Report: Volume II.
Steiger, Fink, and Kosecoff, Inc., McLean, Va.
Spons Agency-American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Office of Education (DHEW), Washington, D.C.
Report No.-AIR-66600-3/79FR(2)
Pub Date-Mar 79
Contract-300-77-0318
Note-261p.; Some of the tables in this document will not reproduce well due to small, broken type; For related documents see CE 022 751-755
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Data Collection, Educational History, Federal Legislation, *Sex Discrimination, Sex Fairness, Sex Role, *Sex Stereotypes, *Vocational Education
Identifiers-Education Amendments 1976

This report provides a review of the literature and secondary data on sex discrimination and stereotyping in vocational education. Chapter 1 provides an executive summary of the findings of the review of secondary data. Chapter 2 presents findings, organized according to eighteen major topics used to guide the search for data. Some of the topics include the following: number of males and females with jobs in occupations for which vocational students are trained, male and female students' vocational competencies, and employers' satisfaction with male and female employees who graduated from vocational programs. Chapter 3 presents a review of the literature on sex role socialization. Review topics include some of the following: women in the labor force, sex fairness in education, and sex roles and career choice. Chapter 4 reviews the history of the sex fairness of the vocational education portion of the Education Amendments of 1976, presenting the specific language of relevant sections of the law and regulations. Finally, the bibliography for chapters 2 (by topic), 3, and 4 concludes the document. (JH)

ED 177 317 CE 022 753

Wheeler, Jeanette D. And Others
Case Studies and Promising Approaches. Vocational Education Equity Study. Final Report: Volume III.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-AIR-66601-3/79-FR(3)
Pub Date-Mar 79
Contract-300-77-0318
Note-240p.; Some of the tables in this document may not reproduce well due to light print; For related documents see CE 022 751-755
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Activities, Information Sources, Program Costs, Program Development, *Program Effectiveness, Program Evaluation, *Sex Discrimination, Sex Fairness, *Sex Stereotypes, *Vocational Education

Information on programs and activities which have been developed to reduce sex inequities in vocational education is provided. The document is organized into two sections: section 1 contains case studies of twelve programs selected from a nationwide search, and section 2 contains brief descriptions of twelve promising approaches to reducing sex inequity, also selected from the nationwide search. Each of the case studies includes the following components: program overview; background and development; program description, target population, staff, facilities, and activities (recruiting, instruction, support services, job development and placement, community involvement, and support); costs and funding sources; program effectiveness; program future; replicating the program; and contact person and program address. Each of the approach descriptions includes the following components: target population, purpose, idea for replication, activities, evaluation and dissemination, funding source, and contact person and address. (JH)

ED 177 318 CE 022 754

Dahl, Peter R. And Others

Replication Handbook. Vocational Education Equity Study. Final Report: Volume IV.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.-AIR-66601-3/79-FR(4)

Pub Date-Mar 79

Contract-300-77-0318

Note-238p.; For related documents see CE 022 751-755

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Data Collection, *Evaluation Methods, *Program Evaluation, Research Design, *Research Methodology, *Sex Discrimination, Sex Fairness, *Sex Stereotypes, *Vocational Education

This replication handbook describes procedures and provides instruments which educators can use to assess sex equity in their own settings. It has two major parts: (1) appendixes that provide copies of data collection materials developed during the Vocational Education Equity Study (interview forms for state directors, state agency personnel, local agency personnel, instructors, counselors and students, staff and student questionnaires, attitude and opinion items, and program and activity items), and (2) three introductory chapters that discuss the steps in the forms development and their use, research topics, research questions, data collection forms used in the Equity Study, and suggestions for expanding the coverage given to the research topics and questions. (JH)

Harrison, Laurie R. Dahl, Peter R.
Executive Summary of the Vocational Education Equity Study. Final Report.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-AIR-66600-4/79-FR
Pub Date-Apr 79
Contract-300-77-0318
Note-45p.; For related documents see CE 022 751-754
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Data Collection, Federal Legislation, National Surveys, Program Evaluation, *Sex Discrimination, Sex Fairness, *Sex Stereotypes, State Agencies, *Vocational Education

A congressionally mandated study was conducted to assess the nature and extent of sex discrimination and stereotyping in all vocational programs and of efforts which are being made to reduce or eliminate such inequities. Seven major study objectives were developed. Two of these include the following: identify and analyze the various practices and activities at the state and local levels which may facilitate or hinder equal opportunities for both sexes to have equal access to and preparation for a broad range of occupational fields; and develop criteria by which federal, state, and local administrators can measure progress in reducing sex discrimination and stereotyping. Forty-nine states and the District of Columbia were visited in the spring of 1978. In addition, a school sample of 100 schools was selected on the stratified random basis, using the stratification variables of region of the country, city size, and type of school. The types of schools included in the sample are comprehensive high schools, vocational high schools, vocational centers, technical institutes, and community/junior colleges. From each school, four counselors, eight teachers, and thirty-five students were sampled, including sufficient numbers of nontraditional and ethnic minority students to determine if their responses differ from those of other students. (A summary of findings for each of the seven objectives is included in this document.) (JH)

ED 177 320 CE 022 810

Rosow, Jerome M.
Changing Attitudes to Work and Life Styles.
Work in America Inst., Scarsdale, N.Y.
Pub Date-Oct 78
Note-20p.
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Changing Attitudes, Family Life, Futures (of Society), Institutional Role, Job Satisfaction, *Life Style, Moral Development, Occupational Aspiration, Permissive Environment, Power Structure, *Social Change, Social Influences, *Values, *Western Civilization, *Work Attitudes

The following statements summarize the author's analysis of changing attitudes to work and life styles in Western society: (1) a permissive society has fostered a change in authority roles; (2) general mistrust toward big busines is no longer limited to the public at large; (3) employees, supervisors, and managers all dislike and fear change; (4) changing attitudes toward work reflect the values of a post-religious society which no longer views work as punishment with a reward in the after life; (5) youth reflect much less commitment to the work ethic and greater cynicism in many areas; (6) older workers do not look retrospectively upon their careers with a real sense of achievement; (7) significant attitude changes in Japan reveal that the American young are not a peculiar breed and that for the first time work must compete with other personal values; (8) the era of rising entitlements has created a feeling that jobs, income, and a rising standard of life are no longer privileges, but a secured right; (9) changing attitudes toward work, combined with the revolution in social values, have opened a new interest in improving the quality of working life as the long term answer to a renewed motivation to work; and (10) changes in American moral and social values have been rapid and penetrating over the past decade but large organizations have been slow to change. (BM)

ED 177 321 CE 022 823

Farley, Joanne

Vocational Education Outcomes: A Thesaurus of Outcome Questions. Research and Development Series No. 170.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-79

Contract-300-78-0032

Note-67p.; For related documents see CE 022 824-826 and ED 170 560

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Classification, Educational Objectives, *Evaluation Criteria, Postsecondary Education, Program Development, Program Effectiveness, *Program Evaluation, Secondary Education, Thesauri, *Vocational Education

This thesaurus is designed to provide the vocational education community and its relevant audiences with a comprehensive, organized listing of outcome questions and hypotheses. The first of two sections includes a discussion of the importance as well as problems of attempting to develop a classification system for categorizing vocational outcomes. It also explains how the outcome questions are classified and how the reader can locate outcome questions of interest. The second section contains 252 outcome questions categorized into three areas: (1) outcome questions having the individual as the affected entity, (2) outcome questions having social entities or society-in-general as affected entities, and (3) outcome questions having special needs sub-populations as affected entities. Outcome questions are further categorized according to educational level, and those that are economically or occupationally related and those non-economically related. Also included is an index of specific topics which identifies related outcome questions. (LRA)

ED 177 322 CE 022 824

Taylor, Carolyn M. And Others
Vocational Education Outcomes: Annotated Bibliography of Related Literature. Bibliography Series No. 48.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-79
Contract-300-78-0032
Note-113p.; For related documents see CE 022 823-826 and ED 170 560
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Abstracts, Data Collection, Educational Objectives, *Evaluation Criteria, *Evaluation Methods, Program Content, Program Development, *Program Evaluation, Program Improvement, Resource Materials

This bibliography contains annotations of more than eighty books, review-and-synthesis papers, research reports, evaluation studies, and state-of-the-art essays. Titles are listed alphabetically within one of the following five categories: (1) data-base reports, (2) review-and-synthesis papers, (3) evaluation methodology, (4) empirical studies focusing on vocational education, and (5) miscellaneous documents. Data-base reports provide statistics and other information pertinent to national studies of vocational education outcomes, including explanations of various facets of vocational education evaluation. Documents that discuss evaluation methodology, models, frameworks, and systems applicable to vocational education are included in category 3. Category 4 includes studies investigating aspects of vocational education other than outcomes, such as program context, processes, resources (including facilities), goals, and student characteristics. The final category contains miscellaneous documents which discuss vocational education or themes vocationally related from a variety of perspectives. For example, youth employment is studied not only in terms of an outcome of vocational education programs, but also in terms of government-subsidized jobs. Following the annotations are three indexes which list all of the items included in the bibliography. These are arranged alphabetically by author, project identifier/publisher, and title. (LRA)

ED 177 323 CE 022 825

Darcy, Robert L.

Vocational Education Outcomes: Perspective for Evaluation. Research and Development Series No. 163

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-79
Contract-300-78-0032
Note-51p.; For related documents see CE 022 823-826 and ED 170 560
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Evaluation, *Evaluation Criteria, *Evaluation Methods, Postsecondary Education, *Program Evaluation, Program Improvement, Secondary Education, *Vocational Education

As part of a project designed to identify appropriate and feasible methods of evaluating vocational education, this essay provides a perspective for evaluating vocational education in terms of outcomes. The first of four sections provides a rationale for studying educational outcomes. Section 2 focuses on the nature and meaning of outcomes and the range and diversity of vocational education outcomes, and outlines an approach to outcomes evaluation within the general framework of vocational education evaluation. In addition, this section provides a list of thirty questions concerning possible outcomes of vocational education which illustrates the broad and diverse range of possible outcomes. Among the key issues identified in section 3 in the area of outcomes evaluation were (1) the definition of vocational education; (2) the specification of vocational programs as educational treatments; and (3) sources and uses of evaluative criteria and experimental controls, and the use of comparison groups in evaluating vocational education programs with respect to specified outcomes. The final section suggests an agenda for improving outcome evaluation. (LRA)

ED 177 324 CE 022 826

Bolland, Kathleen A.

Vocational Education Outcomes: An Evaluative Bibliography of Empirical Studies. Bibliography Series No. 49.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-79
Contract-300-78-0032
Note-135p.; For related documents see CE 022 823-825 and ED 170 560
Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Abstracts, Annotated Bibliographies, Educational Objectives, *Evaluation Criteria, Evaluation Methods, Postsecondary Education, Program Development, Program Effectiveness, *Program Evaluation, Research, Research Reviews (Publications), Secondary Education, *Vocational Education

As part of a project designed to identify appropriate and feasible methods of evaluating vocational education with respect to its outcomes, this bibliography contains descriptive and evaluative annotations of a selection of empirical studies of vocational education outcomes. Following a technical introduction discussing the methodological issues emphasized in the evaluative comments, thirty-one descriptive annotations are given. The annotation of each of the studies presents a discussion of the research questions and hypotheses; the study design, sample, and time frame; the statistical analysis; and the results and conclusions. It concludes with an evaluative segment addressing some of the methodological and substantive issues inherent in each study. A summary epilogue provides a discussion of the findings and methodological issues in the collection of studies. Three indexes (author, sponsor, and educational level) are provided. (LRA)

ED 177 325 CE 022 827

Malin, Jane T. And Others

Adults Attending College: Goals and Change.

Houston Univ., Tex. Dept. of Psychology.

Pub Date-Sep 79

Note-15p.; Paper presented at the convention of the American Psychological Association (New York, NY, September, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Characteristics, Adults, *Adult Students, College Students, *Higher Education, Motivation, Objectives, *Student Attitudes, Student Characteristics

Identifiers-*University of Houston TX

This study surveyed 343 older students (twenty-five years old or older) at the University of Houston to determine their educational and career goals, their reasons for returning to college, changes brought about by college, and their satisfaction with aspects of college. Findings of the survey indicated that the students were relatively young (mostly ages 25-29) and primarily working, married, and without children. They were returning primarily because they were seeking job changes, although they also had strong intellectual interests. Multiple regression analyses, performed to investigate correlates of satisfaction with college and of affective changes occurring while in college, indicated that these two measures were predicted by different sets of variables. One important predictor set for both was time use and family reactions to time use. Student goals and their achievement predicted affective changes but not college satisfaction. College satisfaction, but not affective changes, was predicted by ratings of college facilities and the students' satisfaction with their own academic performance. Women were more satisfied with college than men, and women reported somewhat more postive affective changes than men. (Author/LRA)

ED 177 326 CE 022 830

Harrell, Adele V. Wirtz, Philip W.
Social and Educational Antecedents to Youth Unemployment.
George Washington Univ., Washington, D.C. Social Research Group.
Spons Agency-National Commission for Employment Policy (DOL), Washington, D.C.
Pub Date-Aug 79
Contract-DOL-99-9-708-50-13
Note-189p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Blacks, Economic Status, *Educational Experience, *Employment, Employment Statistics, Family Background, Females, *High School Graduates, Individual Characteristics, Labor Market, Males, Mexican Americans, National Surveys, Postsecondary Education, *Social Factors, Spanish Americans, *Unemployment, *Youth
Identifiers-*National Longitudinal Study High School Class 1972

Using data provided by the National Longitudinal Study of the High School Class of 1972, this report examines the amounts of employment and unemployment from 1972-1976 reported by members of the class of 1972 who did not continue their full-time education beyond high school. A summary of findings is presented in chapter 1. Chapter 2 focuses on the relationship of the transition process of youth to adult to the labor market experience. Chapter 3 reviews the literature on status attainment, examining factors of differential labor market success identified in studies of the attainment of occupations with high prestige and/or income. The next three chapters investigate unemployment among youth who did enroll in full-time postsecondary education in the first four years after high school. The effects of family background, personal attributes, educational experiences, and the influence of other persons on cumulative unemployment across the four-year period are reported in chapter 4, along with the analyses of these factors among Black, Hispanic, male, and female subgroups of the sample in chapter 5. Chapter 6 examines unemployment in each of the four years (1972-1976) separately, incorporating the effects of prior labor market experience and transition to adult roles in the prediction of unemployment in later years. The final chapter briefly discusses the characteristics and educational experiences of youth associated with unemployment in the post-high school years. (JH)

ED 177 327 CE 022 842

Whiteford, Emma B.

Individualized Instructional Materials for Special Needs Students in Junior High School Home Economics Programs.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.
Pub Date-Jul 79
Note-107p.; For related documents see ED 131 277 and ED 147 556
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academically Gifted, Daily Living Skills, *Disadvantaged Youth, Exceptional Persons, *Handicapped Students, Home Economics, Home Economics Education, Hygiene, *Individualized Instruction, *Junior High School Students, *Mainstreaming, Nutrition, *Nutrition Instruction, Personal Growth, Self Concept, Special Education

As a part of the general project investigating how home economics teachers can adapt their teaching methods and materials to the special needs students, this individualized instructional guide is designed to provide practical information, suggestions, and guidance for the classroom teacher. Following a brief description of special needs students, individualized instruction, and suggestions for planning a classroom program, two individualized units of study are presented. The first unit, meeting nutritional requirements for food and water, focuses on six key nutritional requirements: (1) carbohydrates, (2) water, (3) minerals, (4) vitamins, (5) fats, and (6) proteins. For each objective there are suggested activities to be used in the learning center. Student instructional materials for each activity are included. The second unit, enhancing the self-image, focuses on three areas: personal care, consideration of others, and lasting impressions. Specific student activity cards are presented for each area, along with teacher guidelines for using the activity cards. (LRA)

ED 177 328 CE 022 864

Amberson, Max L. And Others
Agricultural Manpower Project Update. Preliminary Montana State Univ., Bozeman. Montana Agricultural Experiment Station.
Pub Date-Feb 79
Note-31p.; The appendix materials will not reproduce well due to small, light type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agribusiness, Agricultural Education, *Agricultural Occupations, *Agricultural Production, Employment Opportunities, Employment Patterns, *Employment Projections, Employment Trends, Job Market, Labor Demands, *Labor Force, Labor Market, *Manpower Needs, Manpower Utilization, Trend Analysis
Identifiers-*Montana

To determine the nature and extent of rural youth and adult educational and employment opportunities, this study assessed existing and projected job titles in agricultural production and the agribusiness sector of Montana's economy. Using job position taxonomies identified by the United States Office of Education, two survey instruments were prepared. A total of 433 (31%) agricultural production survey instruments were returned with 283 producers indicating that they used either part-time or full-time labor. Agricultural production job titles with the greatest number of employees were (1) general livestock worker, (2) general crops and livestock worker, (3) farm machinery operator, (4) agricultural mechanics, (5) combination foreman, and (6) general crops worker. A total of 386 usable agribusiness questionnaires were returned indicating that the only overall decrease in positions appears in agricultural products part-time positions. The lowest mean full-time salary appeared in ornamental horticulture, and the highest full-time salary appeared in agricultural products. In addition, the majority of positions surveyed did not require extensive previous experience and could be filled by persons with the appropriate education levels who could be trained on the job. (The survey questionnaire is appended.) (LRA)

ED 177 329 CE 022 881

Roby, Wallace R. Juzwic, William

Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.

Norwich Board of Education, Conn.

Spons Agency-Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date-Jul 78

Note-128p.; Parts marginally legible

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Employment Qualifications, Evaluation Needs, *Job Skills, Objectives, Performance Specifications, *Program Evaluation, Secondary Education, Skill Development, *Test Construction, *Testing, *Vocational Education

Identifiers-*Connecticut

A project was conducted to (1) develop test exercises for identified skills important to success in many occupations, (2) field test their practicality of administration in Norwich, Connecticut, vocational programs, and (3) survey opinions of employers and educators regarding test exercise generalizability across occupational fields and potential to measure on-the-job behaviors. Based upon skills identified by the National Assessment of Educational Progress (NAEP) as being generally useful in careers, basic work skill exercises were prepared for the forty-seven objectives published by NAEP. A questionnaire was designed as a guide for evaluating the exercises by persons who had close contact with upper grade students or graduates now working on jobs. Among the findings of the questionnaire were that reviewers rated the stated objectives as important to the job success of high school graduates and the work skill exercises as generalizable to a broad range of occupations. (Appended material includes the assessment exercises for work-skill goal areas and objectives generally useful in a broad range of occupations and careers.) (LRA)

ED 177 330 CE 022 886

Understanding the Attitudes of Secondary School Principals and Superintendents in the State of Washington toward Vocational Education. Final Report, February, 1977 through March, 1979.

Renton School District 403, Wash.

Spons Agency-Washington State Commission for Vocational Education, Olympia.

Pub Date-31 Mar 79

Note-13p.; For a related document see ED 133 461

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, Administrator Characteristics, Inductive Methods, *Program Effectiveness, Relevance (Education), *Secondary Education, *Vocational Education

Identifiers-*Washington

This study was conducted to gain an in-depth understanding of the currently held feelings and beliefs of school administrators toward vocational education. One hundred thirty-five secondary school principals and superintendents were interviewed using inductive methodology to gather imperical data. Based on the interviews, administrators were classified into two major categories: true believers and non-believers. Among the findings of the study were that (1) true believers contended that students needed to possess saleable job skills upon leaving high school; (2) non-believers were comprised of persons either who perceived the role of vocational education to be exploratory rather than specialized training or who totally rejected the worth of job training at the secondary school level; and (3) all administrators indicated a concern for compliance with statutes, rules, and regulations associated with approved vocational programs, but there were dramatic differences in how administrators allowed these requirements to impact on program development and implementation. (LRA)

ED 177 331 CE 022 889

Bayne, G. Keith Caton, Hilda

Developing Teacher Competencies in Working with Handicapped Students. Final Report.

Louisville Univ., Ky. Dept. of Occupational and Career Education.
Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date-1 Jul 79
Note-113p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Competence, Handicapped Children, *Handicapped Students, Inservice Teacher Education, *Mainstreaming, Performance Based Teacher Education, Special Education, *Teacher Education, *Vocational Education, Vocational Education Teachers

A project was conducted to (1) identify teacher competencies needed for mainstreaming handicapped students into regular vocational programs and (2) identify, modify, and/or develop strategies for developing vocational teacher competencies needed for mainstreaming. Based on a review of the literature, 123 competency statements were selected and grouped into seven areas: classroom management, planning, and teaching methods; coordination of cooperative vocational education; counseling and human relations; curriculum development; assessment of student progress and analysis of student needs; program management; and professional development. From this list a panel of consultants selected sixty-two competencies which were essential but not a part of the regular vocational teacher education curriculum. Special education teachers, special vocational education teachers, and vocational teachers were surveyed using an instrument based on the sixty-two competencies. Survey findings indicated a high level of agreement between vocational teachers and special education teachers regarding the importance of competencies. In addition, it was found that special educators perform the competencies daily or weekly, whereas the vocational and special vocational teachers performed the tasks occasionally or never. (A model program consisting of a set of competencies, along with performance objectives for achieving them, is presented. The survey questionnaire is appended.) (LRA)

ED 177 332 CE 022 896

Martin, Wanda M., Ed. Terry, Arthur F., Ed.
Sex Equity Guidelines for Teacher Educators.
Interinstitutional Consortium for Career Education, Salem, Oreg.
Spons Agency-Oregon State Dept. of Education, Salem.
Pub Date-Aug 79
Note-74p.; The Sex Equity Guidelines Worksheets in this document will not reproduce well due to being printed on colored paper
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Education, Higher Education, *Nondiscriminatory Education, *Program Improvement, Sex Differences, *Sex Discrimination, *Sex Fairness, Sex Stereotypes, *Teacher Education
Identifiers-*Oregon

Designed to facilitate the ongoing efforts of Oregon colleges and universities in preparing educational personnel for the development and conduct of career education activities, this document recommends guidelines for sex equity in teacher education programs. Following a brief review of the literature documenting sex bias in public schools, guidelines are presented in eight areas: (1) policies, (2) staffing, (3) scholarly activity, (4) instruction, (5) curriculum, (6) counseling, (7) institutional and interinstitutional leadership, and (8) community outreach. In addition, suggestions for the implementation strategies. Appended material includes three self-quizzes for teachers and teacher educators and a guide for student teaching. (LRA)

ED 177 333 CE 022 897

Kenneke, Larry J., Ed. Terry, Arthur F., Ed.
Evaluating Career Education Components in Teacher Education Programs.
Interinstitutional Consortium for Career Education, Salem, Oreg.
Spons Agency-Oregon State Dept. of Education, Salem.
Pub Date-Aug 79
Grant-SEA-24-000-188
Note-68p.; Some pages in this document will not reproduce well due to light type
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Education, Competence, Data Collection, Educational Assessment, *Evaluation, Evaluation Methods, Higher Education, *Information Dissemination, Minimum Competency Testing, Performance Based Teacher Education, *Program Evaluation, *Teacher Education
Identifiers-Oregon

Designed to assist practitioners with the actual conduct of career education program evaluations in teacher education, this handbook has four sections which parrallel the evaluation process. The first section describes the evaluation process and the need to assess the audience to be in a better position to decide on the procedures to use and the answers to seek. Section 2 is a guide to identifying the competencies to evaluate, listing the activities which lead to the fulfillment of the competencies, and writing evaluation questions. The third section focuses on the development of an information plan for each competency to be evaluated. It is suggested that efficient information collection requires specification of the time and place for gathering information and deciding who will participate in the evaluation and be responsible for collecting and analyzing the data. The final section describes eight ways to share evaluation findings: (1) comprehensive technical reports, (2) technical report supplements, (3) executive summaries, (4) multiple short reports targeted to the information needs of different audiences, (5) popularized reports, (6) news releases, (7) oral presentations, and (8) audiovisual presentations. Appended material includes a list of career education competencies, a competency description worksheet, and a data collection worksheet. (LRA)

Hillison, John

The Role of High School Agriculture Education in the Occupational Success of Graduates in Virginia and Ten Southern States.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.
Pub Date-79
Note-53p.; Appendix A will not reproduce well due to small type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Agricultural Education, Comparative Analysis, Educational Change, *Followup Studies, *Graduate Surveys, *High School Graduates, High School Role, Job Placement, Program Evaluation, Program Improvement, Secondary Education, *Student Attitudes, Success Factors, *Vocational Agriculture
Identifiers-United States (South), *Virginia

The purpose of this study was to determine and report the impact of high school agricultural education upon the occupational success of 1974 graduates in Virginia and compare this data with nine other Southern states. One hundred sixty-eight 1974 graduates were identified by the 10% of the Virginia agricultural education departments selected for the study. A total of eighty-two graduates responded to the questionnaire, which was designed to (1) determine the current status of high school graduates with regard to occupations, further education, economic level, and other demographic factors, (2) ascertain the perceived value of the various components of the agricultural education program by program completers, and (3) determine the reaction of program completers to recent and proposed changes in the agricultural education program. Among the findings for Virginia were that 22.0% of the graduates had gone as far as post-high school education, 54.9% had completed three years of high school agricultural education, 46.3% had belonged to the Future Farmers of America for three years, and 44.9% had had a supervised occupational experience for two years or less. In addition, the median income was $8,437.50 for Virginia graduates as compared to $11,133.37 for the ten Southern states. (The survey questionnaire is appended.) (LRA)

ED 177 335 CE 022 943

Jezierski, Kathleen, Ed.

Resources in Vocational Education, 1978. Volume 11, Number 5.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-78

Contract-300-78-0032

Note-100p.; Not available in paper copy due to small print

Journal Cit-Resources in Vocational Education; v11 n5 1978

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Education, Curriculum Development, Instructional Materials, *Research Projects, *Technical Education, *Vocational Education

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA)

Arthur, Patricia, Ed.
Resources in Vocational Education, 1978. Volume 11, Number 6.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-78
Contract-300-78-0032
Note-103p.; Not available in paper copy due to small print
Journal Cit-Resources in Vocational Education; v11 n6 1978
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Education, Curriculum Development, Instructional Materials, *Research Projects, *Technical Education, *Vocational Education

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA)

ED 177 337 CE 022 946

Miller, Geoffrey Clark

Proud Option Project. Final Report.

Alpha Group, Wellesley Hills, Mass.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Feb 79
Grant-G007603723
Note-156p.; For related documents see CE 022 947-948
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Behavioral Objectives, Complexity Level, Curriculum Development, *Educational Diagnosis, Individualized Programs, *Institutionalized Persons, Job Analysis, Job Development, Job Placement, Job Skills, *Program Development, *Severely Handicapped, Skill Development, Student Evaluation, *Task Analysis, *Vocational Education
Identifiers-Massachusetts (Palmer), *Proud Option

Project Proud Option of Palmer, Massachusetts, had the following objectives: (1) develop and implement a system for assessing the functioning levels of handicapped students in institutional schools as these functional levels relate to already existing job task outlines and performance objectives; (2) develop new job opportunities within the community which would be appropriate to the functioning levels of students living in institutional schools; (3) develop curricula modifications which would be specifically designed to move students from their assessed functioning levels to those which must be attained in order to perform specific job tasks; and (4) develop and initiate a procedure which would insure the successful job placement of each institutional school student participating in the project who received a vocational education appropriate to his/her functioning level. A target population of 224 students between the ages of 14 and 22 was identified. Fourteen of these students were selected to receive training at a regional vocational-technical high school while the reamining 210 students received vocational training within the grounds of their own institution. The project produced two principal products: a Student Functional Profile (CE 022 948) and a Job Functional Profile (CE 022 947). Briefly, these two tools demonstrated that successful job placement requires that educators do not start with the student but with where they want to take him or her. (BM)

ED 177 338 CE 022 947

Miller, Geoffrey Clark
Job Functional Profile.
Alpha Group, Wellesley Hills, Mass.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Dec 78
Grant-G007603723
Note-133p.; Not available in paper copy due to light print; For related documents see CE 022 946-948
Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Complexity Level, *Educational Diagnosis, *Handicapped Students, *Individualized Programs, *Job Analysis, Job Development, Job Skills, Skill Development, Task Analysis, *Vocational Education
Identifiers-Massachusetts (Palmer), *Proud Option

This document contains one of two assessment tools developed by Project Proud Option, which developed and field-tested a set of student- and job-assessment instruments that provide a strategy for determining (1) the vocational skills required on a particular job; (2) the functional skill levels of a particular student; (3) a process to determine the discrepancies between required job skills and existing student skills; (4) an open-ended strategy for generating age-appropriate curriculum; and (5) a relevant individualized education program for handicapped people based on real world tasks. The Job Functional Profile, the assessment guide contained in this document, provides a strategy for determining the vocational skills required for a particular job and transferring this information into a relevant training program for a student. This document presents the strategy in four phases: (1) initiating the contacts within the business community; (2) accumulating job skill inventories; (3) determining the discrepancies between the existing skills and the vocational skills required on the job; and (4) transferring that information or more detailed job descriptions back to the Student Functional Profile (CE 022 948) for relevant training. A narrative history of the project, a resource bibliography, and examples of additional core skills are appended. (BM)

ED 177 339 CE 022 948

Miller, Geoffrey Clark
Student Functional Profile.
Alpha Group, Wellesley Hills, Mass.
Spons Agency-Alabama Consortium for the Development of Higher Education, Demopolis.
Pub Date-Dec 78
Grant-G0076003723
Note-272p.; For realted documents see CE 022 946-947 ; Parts may not reproduce clearly
Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Basic Skills, Communication Skills, Complexity Level, Daily Living Skills, *Educational Diagnosis, *Handicapped Students, *Individualized Programs, Job Skills, Psychomotor Skills, *Student Evaluation, *Vocational Education
Identifiers-Massachusetts (Palmer), *Proud Option

This document contains one of two assessment tools developed by Proect Proud Option, which developed and field-tested a set of student- and job-assessment instruments that provide a strategy for determining (1) the vocational skills required on a particular job; (2) the functional skill levels of a particular student; (3) a process to determine the discrepancies between required job skills and existing student skills; (4) an open-ended strategy for generating age-appropriate curriculum; and (5) a relevant individualized education program for handicapped people based on real world tasks. The Student Functional Profile, the assessment guide contained in this document, presents a process for assessing a student's functional skill levels in five developmental areas: activities of daily living, motor, communication, quantitative, and independent living skills. Also, forms are provided for identifying key objectives, summarizing the individual student's skills on a scan profile, and matching student's profile with the job profile. Examples, resources, and additional forms are appended. (BM)

ED 177 340 CE 022 975

Mitchell, Brenda

Evaluation of Home Visitations as a Part of Vocational Homemaking Education in Texas. Final Report.

EPD Consortium D, Richardson, Tex.

Spons Agency-Texas Education Agency, Austin.

Pub Date- 79

Note-169p.; Some pages may not reproduce well due to light type

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Home Economics Teachers, *Homemaking Education, *Home Visits, *Program Effectiveness, Secondary Education, Student Teacher Relationship, *Teacher Attitudes, Teacher Characteristics, Vocational Education

Identifiers-*Texas

A survey of useful homemaking teachers in the state of Texas was conducted to identify the status of home visitations as a part of vocational homemaking education. All useful homemaking teachers (2,501) were mailed questionnaires which addressed specific concerns related to home visitations. Seventeen research questions provided the framework for development of the survey instrument. The first question evaluated variables which might be related to the percentage of students visited during the regular school year. Other research questions were concerned with qualitative aspects of home visitation as a part of vocational homemaking education. Analysis of the questionnaires returned by seventy-two percent of the teachers revealed that useful homemaking teachers believe that home visitations are somewhat important and should continue to be a part of homemaking programs, although they are not satisfied with the current status of home visits. Furthermore, it was concluded that a majority of the homemaking teachers perceived that school administrators considered home visitations as somewhat important or unimportant to the total vocational homemaking program at their schools. (Included in the appendixes is a copy of the research instrument.) (LRA)

ED 177 341 CE 022 978

Cepica, M. J.

Development of Guidelines for Summer Vocational Agriculture Programs in Texas. Comprehensive Final Report.

Texas Tech Univ., Lubbock.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-30 Jun 79
Note-25p.
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, Agricultural Education, Agricultural Production, Program Attitudes, Program Content, *Program Improvement, Secondary Education, *Summer Programs, *Teacher Attitudes, *Vocational Agriculture
Identifiers-*Texas

A study was conducted to (1) identify basic components included in Texas vocational agriculture summer programs, (2) determine teacher, administrator, state staff, and teacher educator perceptions of the relative importance of groups of activities included in the summer program, and (3) recommend guidelines for basic summer program operation. Three survey instruments were developed based on nine major areas of importance to the summer program identified by the state advisory committee: supervising occupational experience programs, working with new students, professional improvement, program planning, adult and young farmer education, conducting Future Farmers of America activities, improving facilities, public relations, and records and report. Questionnaires were returned by 956 teachers, 265 administrators, and 54 state staff personnel and teacher educators. Findings indicate that those administrators responsible for planning and supervision of the summer program are not in agreement with teachers responsible for conducting it. Administrators ranked program planning as most important of the nine areas, and supervision of occupational experience programs as second. Teachers, state staff, and teacher educators ranked supervision of occupational experience programs first. (Guidelines for summer programs in each of the nine areas are presented, along with the three survey instruments.) (LRA)

ED 177 342 CE 022 980

Illinois Vocational Student Chapter Officer Handbook.

Illinois State Coordinating Council for Vocational Student Organizations.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-79
Note-105p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Committees, Communication Skills, Individual Development, Interpersonal Competence, *Leadership Responsibility, Secondary Education, *Student Leadership, *Student Organizations, Student Role, *Vocational Education
Identifiers-*Illinois

This vocational student chapter officer handbook contains guidelines to help officers become more aware of their leadership responsibilities. The handbook is divided into eight sections. The first two sections provide an introduction to the handbook and an explanation of state and national support for vocational student organizations. Section 3 discusses the role of Illinois vocational student organizations in occupational education. The fourth section contains lists of duties for each of the eight chapter officers. In addition, a list of abilities needed by each officer to carry out their duties is provided. The fifth section focuses on working together as leaders through committee work. This section describes the kinds of members often found on committees and the responsibility of each committee member. Section 6 provides guidelines for communicating in such areas as public speaking, letter writing, and television. The seventh section contains guidelines for personal self-improvement, while the final section guides the chapter officer to set personal goals to be accomplished while in office. (LRA)

ED 177 343 CE 022 981

Competency-Based Preservice Construction Trades Curriculum.

Illinois State Office of Education, Springfield. Div. of Adult
Vocational and Technical Education.
Pub Date-Jul 79
Note-692p.; Some of the illustrations in this document may not reproduce well due to small, light print; For a related document see ED 164 804
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF04/PC28 Plus Postage.
Descriptors-Behavioral Objectives, Building Plans, *Building Trades, Carpenters, Electricity, Heating, Landscaping, Learning Activities, Masonry, *Performance Based Teacher Education, Plumbing, *Preservice Education, *Teaching Skills, *Trade and Industrial Education

This curriculum guide consists of a comprehensive list of competency-based performance objectives dealing with selected skill and knowledge competencies considered basic to the preparation of teacher-educators in residential building construction. Thirteen units of instruction subclassified into forty-one teaching sections are included with accompanying statements of objectives and instructional formats. Each section contains suggested teaching activities, instructional methods, instructional materials needed, and references. Also inlcuded are content information sheets, transparency masters, and assignment sheets with answers. The titles of the units are as follow: preconstructional planning; laying out the structure; building foundation masonry/concrete walls; forming, placing, and finishing concrete (horizontal); carpentry (framing the structure); carpentry (enclosing the structure); plumbing (rough-in); heating and cooling (rough-in); electrical (rough-in); carpentry (interior finish); painting and finishing; mechanical trades (completion); and landscape design. (JH)

ED 177 344 CE 022 993

Wircenski, Jerry L., Comp.

Handbook for the Identification and Assessment of Disadvantaged Learners.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Note-79p.; Parts of this document may not reproduce well due to light and broken type

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Disadvantaged Youth, *Evaluation Methods, Guides, *Handicapped Students, Mainstreaming, Needs Assessment, Postsecondary Education, Secondary Education, *Student Evaluation, Student Needs, *Vocational Education

Identifiers-United States

Designed to generate evaluative information to support instructional decision-making and to support administrative operations, this handbook consists of two major sections: (1) an overview of a comprehensive system for learner identification and assessment, and (2) a selection of sample resource procedures and forms that will facilitate implementation of the system. The identification and assessment system includes alternative methods of evaluating student needs and designing instructional strategies to meet these needs. Furthermore, the system includes activities that will provide feedback to students and teachers so that progress can be monitored and changes implemented. The second section contains evaluation instruments that have been found to provide useful identification assessment information when working with special needs learners in vocational education. Included are sample identification forms, sample preassessment forms, sample formative and summative assessment forms, and sample followup assessment forms. Appended material includes a classification system for the disadvantaged and federal guidelines for identifying disadvantaged and handicapped persons in vocational education programs. (LRA)

ED 177 345 CE 023 015

Handbook for Career Exploration Program Development. Second Edition.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Contract-NE-C-004-0011
Note-103p.; For related documents see CE 023 064-067, CE 023 166, and CE 023 170-172
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($8.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Career Awareness, Career Development, *Career Education, *Career Exploration, Discovery Learning, *Experiential Learning, Guidelines, Personal Interests, *Program Development, *School Community Relationship, Secondary Education, Vocational Interests

Prepared for use with the Research for Better Schools experience-based career education model, this handbook is designed to assist school personnel to formulate concrete and flexible responses to the challenges of developing exploration programs in collaboration with personnel from community resource sites. The handbook is divided into five chapters. Presenting an overview of exploration program development, the first chapter describes pre-operational tasks and operational tasks that must be performed by school personnel when planning and implementing career exploration programs. Chapter 2 discusses four target areas in which teaching efforts have focused in successful exploration programs: (1) employer and community contexts, (2) careers, (3) practical career information, and (4) use of facts, observation, and experience in personal decision making. The third chapter presents guidelines for conducting a site analysis with site personnel. Chapter 4 presents guidelines for selecting and sequencing learning activities. Also presented is an outline showing the continuum of learning activities, showing each variation and illustrating its use with an example from actual program experience. The final section provides a method for monitoring and documenting program learning activities. Sample plans for implementing exploration programs are appended. (LRA)

ED 177 346 CE 023 033

Savell, Joel M. And Others

Male and Female Soldiers' Beliefs about the Appropriateness'' of Various Jobs for Women in the Army.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Spons Agency-Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.

Report No.-ARI-TP-352

Pub Date-Aug 79

Note-26p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Armed Forces, *Attitudes, Enlisted Personnel, *Females, *Jobs, *Military Personnel, Military Service, *Nontraditional Occupations, *Sex Role, Sex Stereotypes, Technical Reports

Identifiers-Army, *United States

A study was conducted to (1) document the expanding role of women in the U.S. Army and (2) determine whether soldiers in 1974 believed that certain military jobs were appropriate for women and whether those beliefs were related to respondent sex, rank, and expectation of leaving the army before retirement. An examination of army records revealed that in 1945 women made up about 2.6% of the army, for the next 25 years about 1.2%, and by 1976 about 6%. From December 1973 to December 1975 the number of enlisted women increased 131% while the number of enlisted women in traditionally female jobs increased 100% and in nontraditional jobs 2,000%. Data on soldiers' beliefs about job appropriateness was obtained from answers to twenty-four items that were part of a larger questionnaire administered in 1974 to approximately 800 male and female soldiers. Out of twenty-four traditional and nontraditional jobs under consideration, only one, rifle-carrying foot soldier, was considered by a majority of both male and female soldiers to be inappropriate for women. Respondents' judgments were strongly related to their sex and amount of education; for example, women and those with more education more often judged nontraditional jobs to be appropriate for women. (LRA)

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 1: Awareness of the Energy Dilemma.

Navarro Coll., Corsicana, Tex.
Spons Agency-Texas Education Agency, Austin.
Pub Date-Apr 79
Note-55p.; For related documents see CE 023 043-052 ; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Conservation Education, *Depleted Resources, *Energy, *Energy Conservation, Fuel Consumption, Fuels, *Futures (of Society), *Instructional Materials, Postsecondary Education, Resources, Secondary Education, *Vocational Education
Identifiers-Texas

This module is the first in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself, to be integrated with the other ten modules into a program on energy conservation, or to be integrated into conventional vocational courses as a unit of instruction. The objective of this module is to instill awareness that there is a growing crisis in energy supply. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following two units: (1) an overview of energy supply sources, including oil, gas, coal, nuclear, and hydro-electric power; and (2) a discussion of potential of alternate energy sources such as solar power, wind, geothermal, tidal power, ocean thermal, and biomass. The information in each unit is presented in lecture format accompanied by laboratory exercises and question/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM)

ED 177 348 CE 023 043

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 2: Surveying Energy Usage.

Navarro Coll., Corsicana, Tex.
Spons Agency-Texas Education Agency, Austin.
Pub Date-Apr 79
Note-50p.; For related documents see CE 023 042-052 ; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Conservation Education, *Depleted Resources, Energy, *Energy Conservation, *Fuel Consumption, Futures (of Society), *Instructional Materials, Postsecondary Education, Resources, Secondary Education, *Use Studies, *Vocational Education
Identifiers-Texas

This module is the second in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself, to be integrated with the other ten modules into a program on energy conservation, or to be integrated into conventional vocational courses as a unit of instruction. The objective of this module is to train secondary and postsecondary students to recognize energy needs, energy consumption patterns, and conservation measures in several areas of use. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following four units: (1) residential/commercial energy use and conservation; (2) industrial energy use and conservation; (3) agricultural energy use and conservation; and (4) transportation energy use and conservation. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM)

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 3: Understanding Utility Bills.

Navarro Coll., Corsicana, Tex.
Spons Agency-Texas Education Agency, Austin.
Pub Date-Apr 79
Note-67p.; For related documents see CE 023 042-052 ; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Conservation Education, *Costs, Energy, *Energy Conservation, *Instructional Materials, Postsecondary Education, Secondary Education, *Services, *Utilities, *Vocational Education
Identifiers-Texas

This module is the third in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on understanding utilities (see also modules 5-7). The objective of this module is to introduce the student to utility bills used for residential and commercial customers. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following five units: (1) electric meters; (2) electric rates; (3) the electric bill; (4) gas meters and gas rates; and (5) the gas bill. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM)

ED 177 350 CE 023 045

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 4: How to Search for Energy Conservation Opportunities.

Navarro Coll., Corsicana, Tex.
Spons Agency-Texas Education Agency, Austin.
Pub Date-Apr 79
Note-45p.; For related documents see CE 023 042-052 ; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Conservation Education, Consumer Economics, *Energy, *Energy Conservation, Fuel Consumption, *Home Management, *Instructional Materials, Postsecondary Education, Secondary Education, *Use Studies, *Vocational Education
Identifiers-Texas

This module is the fourth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself, or as a prerequisite to all or any of the modules in this series. The objective of this module is to train secondary and postsecondary students in the recognition of energy users in the home and the implementation of energy conservation measures to manage energy consumption and energy efficiency. The text emphasizes the importance of recognizing energy users in the home and developing a conscious awareness of energy efficiency and energy management. It discusses the techniques of looking for energy conservation opportunities in the home and preparing checklists for monitoring these opportunities. The information is presented in lecture format accompanied by checklists and illustrations. A bibliography and several handouts supplementing the text material are found at the end of the module. (BM)

ED 177 351 CE 023 046

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 5: Lighting Conservation Opportunities.

Navarro Coll., Corsicana, Tex.
Spons Agency-Texas Education Agency, Austin.
Pub Date-Apr 79
Note-33p.; For related documents see CE 023 042-052 ; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Conservation Education, *Efficiency, Energy, *Energy Conservation, *Instructional Materials, *Lighting, Lights, Postsecondary Education, Secondary Education, *Utilities, *Vocational Education
Identifiers-Texas

This module is the fifth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or part of a sequence of four modules on understanding utilities (see also modules 3, 6, and 7). The objective of this module is to train students to recognize energy-related factors in lighting, including differences in light bulbs and fixtures. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following three units: (1) lighting efficiency; (2) estimating lighting requirements; and (3) tips for better lighting efficiency. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found

at the end of the module. (BM)

ED 177 352 CE 023 047

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 6: Hot Water Heating Conservation Opportunities.
Navarro Coll., Corsicana, Tex.
Spons Agency-Texas Education Agency, Austin.
Pub Date-Apr 79
Note-45p.; For related documents see CE 023 042-052 ; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Conservation Education, Consumer Economics, Efficiency, Energy, *Energy Conservation, Home Management, *Instructional Materials, Postsecondary Education, Secondary Education, Solar Radiation, *Use Studies, *Utilities, *Vocational Education
Identifiers-Texas, *Water

This module is the sixth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on understanding utilities (see also modules 3, 5, and 7). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible conservation in residential hot water heating and domestic hot water use. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following three units: (1) domestic hot water use; (2) water conservation; and (3) consider solar water heating. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM)

ED 177 353 CE 023 048

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 7: Appliance Energy Conservation Opportunities.

Navarro Coll., Corsicana, Tex.
Spons Agency-Texas Education Agency, Austin.
Pub Date-Apr 79
Note-42p.; For related documents see CE 023 042-052 ; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Conservation Education, Consumer Economics, Efficiency, *Electrical Appliances, Energy, *Energy Conservation, Home Management, *Instructional Materials, Postsecondary Education, Secondary Education, *Use Studies, *Utilities, *Vocational Education
Identifiers-Texas

This module is the seventh in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on understanding utilities (see modules 3, 5, and 6). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible opportunities for conservation in the use of residential and small commercial appliances. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following two units: (1) appliance energy use, and (2) appliance labeling program. The information in each unit is presented in lecture format accompanied by laboratory exercises and question/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM)

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 8: Building Construction Versus Energy Conservation.

Navarro Coll., Corsicana, Tex.
Spons Agency-Texas Education Agency, Austin.
Pub Date-Apr 79
Note-79p.; For related documents see CE 023 042-052 ; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Building Design, *Climate Control, Conservation Education, *Construction Needs, Energy, *Energy Conservation, Fuel Consumption, *Instructional Materials, Postsecondary Education, Secondary Education, *Vocational Education
Identifiers-Texas

This module is the eighth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on conservation in building construction and operation (see also modules 9-11). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible conservation in building construction and design. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following four units: (1) construction considerations before building; (2) building site and design; (3) weatherization; and (4) weatherization student workbook. The information in the first three units is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts/tables illustrating the text material are found at the end of the module. (BM)

ED 177 355 CE 023 050

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 9: Human Comfort and Energy Conservation.

Navarro Coll., Corsicana, Tex.
Spons Agency-Texas Education Agency, Austin.
Pub Date-Apr 79
Note-95p.; For related documents see CE 023 042-052 ; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Building Operation, *Climate Control, Climatic Factors, Conservation Education, Energy, *Energy Conservation, *Human Body, *Instructional Materials, Postsecondary Education, Secondary Education, *Thermal Environment, *Vocational Education
Identifiers-Texas

This module is the ninth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on energy conservation in building construction and operation (see also modules 8, 10, and 11). The objective of this module is to train students in the recognition, implementation, and utilization of energy conservation for creature comfort and thermal control. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following three units: (1) the nature of thermal comfort in humans; (2) how natural climates and artificial environments are defined; and (3) controlling buildings for thermal comfort. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM)

ED 177 356 CE 023 051

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 10: Heating Ventilating, and Air Conditioning Conservation Opportunities.

Navarro Coll., Corsicana, Tex.
Spons Agency-Texas Education Agency, Austin.
Pub Date-Apr 79
Note-133p.; For related documents see CE 023 042-052 ; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Air Conditioning, *Building Operation, *Climate Control, Conservation Education, Energy, *Energy Conservation, *Fuel Consumption, Heating, *Instructional Materials, Postsecondary Education, Secondary Education, Use Studies, Ventilation, *Vocational Education
Identifiers-Texas

This module is the tenth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on energy conservation in building construction and operation (see also modules 8, 9, and 11). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible conservation in heating, ventilating, and air conditioning. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following four units: (1) fundamentals of heating and cooling; (2) heating systems; (3) cooling systems; and (4) duct work. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM)

ED 177 357 CE 023 052

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 11: Economics of Energy Conservation.

Navarro Coll., Corsicana, Tex.
Spons Agency-Texas Education Agency, Austin.
Pub Date-Apr 79
Note-68p.; For related documents see CE 023 042-051 ; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Climate Control, Conservation Education, Consumer Economics, *Costs, *Energy, *Energy Conservation, Fuel Consumption, Home Management, *Instructional Materials, *Methods, Postsecondary Education, Secondary Education, Use Studies, *Vocational Education
Identifiers-Texas

This module is the eleventh in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on energy conservation in building construction and operation (see also modules 8, 9, and 10). The objective of this module is to train students in the recognition, implementation, and utilization of energy economics in energy consumption and possible energy conservation. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following four units: (1) energy use and demand profiles; (2) energy use and demand profiles in the home; (3) energy conservation methods and trade-offs; and (4) energy costing and accounting. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several tables illustrating the text material are found at the end of the module. (BM)

ED 177 358 CE 023 057

National Advisory Council on Adult Education. A Report to the President of the United States. New Legislation and a New Plan.

National Advisory Council on Adult Education, Washington, D. C.

Pub Date-Aug 79

Note-52p.; Some pages in this document will not reproduce well due to small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 052-003-00702-9)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Basic Education, *Adult Education, *Advisory Committees, Annual Reports, *Delivery Systems, Federal Aid, *Federal Legislation, *Federal Programs, Federal State Relationship, *Policy Formation, Program Effectiveness, State Programs, Urban Education

Identifiers-Adult Education Act 1978, *National Advisory Council on Adult Education

This annual report of the National Advisory Council on Adult Education (NACAE) focuses on both general statistics and change in the federal involvement in adult education since 1965 in light of the new 1978 legislation. It is intended to provide insight and facts for the Executive Branch and the Congress and also to serve as a reference for the adult education community. The first three sections contain (1) basic facts about adult basic learning such as number of participants, rationale for programs, and geographic distribution and results of programs; (2) a description of response to Congress's direction to expand the delivery system for adult education within the states to incorporate a variety of interests and organizations; and (3) a review of the Council's involvement in drafting the new legislation's regulations. The mandate of NACAE is outlined listing several methods of involvement: annual reporting to the President, advice on policy matters and regulations, testifying before Congress, critiquing administration and effectiveness of programs, establishing a communications system, eliciting citizen involvement, developing policy recommendations for other adult programs, reviewing research needs, and disseminating findings. Committee structure and activities are listed along with a record of on-site visitations made. Minutes from meetings of the Council and a summary of the project on Urban Programs held in Chicago are given along with a case history of the Council's response to the President's National Urban Policy.'' Appendixes include the Adult Education Act with 1978 amendments, lists of Council members and officers, and state allotments (1965-1980). (FP)

ED 177 359 CE 023 064

Research for Better Schools Career Education. Career Development. Education Is Going to Work.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-75
Contract-NE-C-004-0011
Note-247p.; For related documents see CE 023 015, CE 023 065-067, CE 023 166, and CE 170-172
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($30.00 for complete set of materials)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Career Development, *Career Education, Career Exploration, *Experiential Learning, Guides, *Program Development, *School Community Relationship, Secondary Education

The career development component is one of three instructional components of the Research for Better Schools' career education program and is composed of seven items. The general information handbook provides an overview of the organization and implementation of the career development component, with particular attention to issues that confront the school administration and the resource coordinators in the introduction of the component into the school. The remaining six items are training guides for resource coordinators which discuss the basic steps in implementing the instructional activities of the career development component: (1) identification and recruitment of community resources; (2) organizing information about community resources: resource site analysis; (3) organizing community resources for career exploration: clustering; (4) developing instructional programs for career exploration; (5) developing instructional programs for career specialization; and (6) training community resource site staff. (LRA)

ED 177 360 CE 023 065

Biester, Thomas W.

RBS Career Education. Instrument Service Guide. Education Is Going to Work.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-RBS-BK-5
Pub Date-76
Contract-NE-C-004-0011
Note-35p.; For related documents see CE 023 015, CE 023 064-067, CE 023 166, and CE 023 170-172
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($3.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Education, Educational Assessment, Evaluation Methods, Guides, *Instrumentation, Measurement Techniques, *Program Evaluation

Prepared for use with Research for Better Schools' career education programs, this guide is designed to assist in the selection of instruments which measure program goals. The guide provides descriptions of ten instruments: (1) student demographic data questionnaire, (2) career maturity inventory, (3) assessment of career development, (4) self-directed interest inventory, (5) assessment of student attitudes toward learning environments, (6) student attitude survey, (7) comprehensive tests of basic skills, (8) student opinion survey, (9) parent opinion survey, and (10) community participant opinion survey. Each instrument is described in terms of its rationale and objectives, content and organization, general administration procedures, scoring procedures, scoring interpretation and use, psychometric qualities, and availability. The final section presents the intercorrelations among each of the instruments. (LRA)

ED 177 361 CE 023 066

Kershner, Keith

Research for Better Schools Career Education Analysis Service Guide. Education Is Going to Work.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-NE-C-004-0011
Note-38p.; For related documents see CE 023 015, CE 023 064-067, CE 023 166, and CE 023 170-172
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($3.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Education, *Evaluation, *Evaluation Methods, Guides, *Hypothesis Testing, Program Evaluation, *Statistical Analysis, *Statistics, *Tests of Significance

Designed for use with Research for Better Schools' evaluation system, this guide focuses upon basic concepts and statistical procedures applicable to specific research hypotheses emerging from evaluation questions. The first of three sections presents a discussion of descriptive statistics in terms of frequency, central tendency, variability, and applicability of descriptive statistics in evaluation. Focusing on inferential statistics, section 2 discusses samples and populations, hypotheses and probability, and applicability of inferential statistics in evaluation. The final section describes eight statistical tests: (1) one sample t-test, (2) independent samples t-test, (3) matched groups t-test, (4) univariate analysis of variance, (5) univariate analysis of covariance, (6) chi-square test, (8) product-moment correlation coefficient, and (8) rank-order correlation coefficient (LRA)

ED 177 3[illegible]2 CE 023 067

McLeod, Carmen E.
Handbook for Career Specialization Programs.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 78
Contract-OB-NIE-78-0207
Note-46p.; For related documents see CE 023 015, CE 023 064-066, CE 023 166, and CE 023 170-172
Available from-Research for Better Schools, 444 North Third Street, Philadelphia, PA 19123 ($6.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Awareness, Career Development, *Career Education, *Career Exploration, Discovery Learning, *Experiential Learning, Guidelines, Learning Activities, Personal Interests, *Program Development, *School Community Relationship, Secondary Education, Vocational Interests

Designed for use with the Research for Better Schools experience-based career education model, this handbook offers procedures for designing and developing career specialization activities that will offer students an opportunity to learn on a one-to-one basis about one career. The first of six sections defines career specialization, provides suggestions for end products, and states the objectives of career specialization. Section 2 defines the roles of the student, career development staff, and employer. Focusing on learning activities in career specialization, section 3 serves as a guide for defining student interest, recruiting specialization sites and negotiating specializations with site personnel. The fourth section presents guidelines for preparing student learning contracts. A chart summarizing the various ways experience-based career education programs have awarded academic credit for specialization is presented in section 5. The final section focuses on the evaluation of the student's performance and end product. Appended material includes the career development student questionnaire, student interest form and questionnaire, student learning contract, student performance evaluation form, and an example career specialization program. (LRA)

ED 177 363 CE 023 070

The Effects of Providing Pre-Vocational Services to Handicapped Young Adults to Increase Their Readiness for Vocational Education and Training Programs: A Controlled Demonstration. Final Report.

Attending Staff Association of Rancho Los Amigos Hospital, Inc., Downey, Calif.

Spons Agency-California State Dept. of Education, Sacramento. Div. of Vocational Education.

Pub Date-76

Note-93p.; Some pages in the appendixes will not reproduce well due to light and broken type

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Career Development, Comparative Analysis, Counseling Services, Demonstration Programs, Educational Programs, Employment, *Handicapped, Job Satisfaction, *Prevocational Education, Program Effectiveness, Psychological Characteristics, *Readiness, Self Esteem, *Special Services, Vocational Education, Work Experience Programs, Young Adults

Based on the premise that thousands of disabled do not participate in vocational education mainly because of nonacceptance into programs due to a lack of readiness, a study was conducted focusing on three severely disabled groups: (1) those accepted by the Department of Rehabilitation for programs, (2) those not accepted but given pre-vocational'' services, and (3) those not accepted and receiving no services. It was hypothesized that more could be helped with more readily available services; that pre-vocational'' services would increase self-esteem and vocational satisfaction; and that the group previously rejected would gain the same level of self-esteem, overall adjustment, etc., as the group chosen for participation in vocational education programs once they had pre-vocational'' services. A pretest-posttest controlled comparison study utilizing a treatment/no treatment randomized design with matched samples was conducted on one experimental group (39 subjects) and two comparison groups (29 and 33 subjects). A number of services (personal and family counseling, work adjustment, skill evaluation, work experience, independent living experience) were given the experimental group. Results indicated significant attainment of vocational education and employment objectives by the experimental group. There was no significant difference on psychological measures between pre- and posttesting across groups; however, regression analysis proved several psychological variables significant in predicting employment. (FP)

ED 177 364 CE 023 078

Hansford, Byron W.

The Implementation of Career Education as Perceived by Selected Chief State School Officers.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 79
Contract-300-78-0428
Note-43p.; Not available in paper copy due to thin type
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Attitudes, *Career Education, *Chief Administrators, Educational Legislation, Educational Planning, Elementary Secondary Education, *Federal State Relationship, School Personnel, *State Departments of Education, State School District Relationship, Statewide Planning, Vocational Education

Because PL 95-207 requires the chief state school officer in each state to play a key role in the implementation of career education, this study sought the professional judgements of twenty chief state school officers on crucial issues in career education. Among the findings of the interviews was that most chief state school officers felt career education was important, with fifteen of the twenty saying very important'' or extremely important.'' Eighteen states indicated an average or higher interest in career education, with half saying that their interest was growing. Most chief state school officers indicated that career education is not moving fast enough and listed the following needs: better understanding, more money, personnel to work in the area, and good inservice programs. In addition, the majority indicated that they were not concerned about the impact of tax-cut initiatives, and most thought that career education could aid in promoting sex equity. (A summary of the results of each of the thirty-three interview questions is provided.) (LRA)

ED 177 365 CE 023 085

DeSanctis, Vincent, Comp.

Research in Adult Basic Education; Selected Issues. Papers Delivered at a Conference Held at Southern Illinois University (Edwardsville, Illinois, May 29, 1979).

Southern Illinois Univ., Carbondale. Region 5 Adult Education Service Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-29 May 79
Note-70p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Basic Education, Adult Characteristics, *Adult Education Programs, Adult Literacy, *Adult Students, Program Effectiveness, *Program Improvement, Psychological Characteristics, *Research Needs, Social Factors, *Speeches

Four speeches delivered at the Research in Adult Basic Education Conference are presented. The first paper, by Larry Martin, describes his preliminary investigation into psychosocial characteristics of adult basic education and adult secondary education participants. The second paper, An Alternative Program for Attaining Adult Literacy, by Gordon Godbey, focuses on the power of instructional technology to bring about a more effective literacy delivery system to reach adults who will participate or cannot participate in the current system. The third paper, by Gordon Larson, is a review of the literature on occupational literacy and indicates that the impact of literacy programs on occupational success has been limited. The final paper, by Kenneth Mattran, describes a new instructional model which, the author argues, is a significant improvement in current English-as-a-second-language program practices. (LRA)

ED 177 366 CE 023 093

The Development and Testing of Adult Vocational Programs Utilizing the Adult Performance Level Competency Approach. Final Report.

Tennessee State Dept. of Education, Nashville.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Vocational Education Research Branch.
Pub Date-1 Jul 79
Grant-G007701968
Note-76p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education Programs, Adult Students, *Adult Vocational Education, *Basic Skills, *Curriculum Development, Curriculum Research, Instructional Materials, *Job Skills, Material Development, Minimum Competency Testing, Performance Based Education, Personal Adjustment, *Prevocational Education, Skill Development, Vocational Adjustment, Work Attitudes
Identifiers-Adult Performance Level

A project set out to develop and test adult performance level (APL) materials for pre-vocational programs to enable adults to develop those skills needed to seek and retain employment. Addressing the APL area of occupational knowledge only, methodology focused on (1) joint planning in material development and testing; (2) extensive training in instructional material utilization prior to field testing; (3) evaluation of teacher input; (4) assessment of basic occupational knowledge skills acquired by the learner with an APL as opposed to a non-APL approach; and (5) a statewide products and skills dissemination plan. Resulting products five modules and three publications were geared to attainment of specified competencies in the skill areas of communication, problem solving, interpersonal relations, and computation. The five modules covered such subjects as employment information sources, applications, and interviews, job satisfaction, standards of behavior on the job, and legal aspects of employment. Each included a teacher manual, a student manual (containing exercises and learning activities), and resource materials. The three publications were a teacher handbook, an annotated listing by publisher of material related to occupational information, and a booklet explaining the APL developmental process. Project staff administered pre-and posttests and used t-tests to compare control versus experimental group scores of students exposed to the modules and found all of the modules to have significant impact upon knowledge and skills acquisition. (Copies of posttests are appended.) (CP)

ED 177 367 CE 023 095

Asche, F. Marion O'Reilly, Patrick A.

A Comprehensive National Review and Preparation of Training Materials for Student and Employer Follow-up. Final Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-18 Jul 79

Grant-G007702143

Note-313p.; Some parts of the first section of this document may not reproduce well due to light and broken type

Pub Type- Guides - Non-Classroom (055) - Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Employer Attitudes, Evaluation Methods, Guidelines, Material Development, Models, National Surveys, Postsecondary Education, Program Evaluation, Research Design, Research Methodology, Research Reviews (Publications), Research Tools, Secondary Education, Student Attitudes, *Vocational Education, *Vocational Followup

In a four-section final report with its focus on methodology rather than on findings of particular follow-up studies, this project addresses two needs to identify, review, and analyze vocational student and employer follow-up efforts at local, state, and federal levels, and to prepare training materials useful to individuals or groups at all levels in designing, implementing, and evaluating follow-up systems. The report includes a summative product evaluation by external evaluators (representing state and local concerns) which notes favorably the distillation of research findings into a ten-step task model a tool for conceptualizing a follow-up system wherein follow-up theory is tempered'' with real-world experience. The 110-page National Review'' section offers a generalized description that incorporates a state-of-the-art report on follow-up systems and a twenty-page bibliography. The 120-page Training Guide'' section covers actual follow-up system generation, with chapters devoted to planning, developing system parameters, designing the system, and operating, documenting, and evaluating the system. The project's primary purpose is to encourage development of follow-up systems that minimize costs while maximizing quality and adaptability. (CP)

ED 177 368 CE 023 096

Hall, Linda High, Sidney C., Jr.
Bibliography on Career Education.
Office of Career Education (DHEW/OE), Washington, D.C
Pub Date-Jul 79
Note-62p.; For related documents see ED 070 822, ED 079 554, ED 086 828, and ED 114 506
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-02059-9)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Bibliographies, Books, *Career Education, Government Publications, Pamphlets, *Reference Materials, Reports
Identifiers-Educational Resources Information Center, National Advisory Council for Career Education, Office of Career Education, United States

Focusing on the career education literature that emerged from 1973 through 1978, this bibliography concentrates on (1) a special series of Monographs on Career Education issued by the United States Office of Education (USOE), Office of Career Education, (2) the general publications on career education issued by the USOE Office of Career Education, (3) publications on career education issued by the National Advisory Council for Career Education, and (4) publications and reports from career education projects supported by the USOE Office of Career Education. In addition to the 252 references listed in these areas, a final section contains a selection of literature (208 citations) from the remainder of the body of career education literature. All items in the bibliography have been processed by the Educational Resources Information Center (ERIC) and are available to the public through the nationwide ERIC system. (LRA)

Wittenberg, Jeana
Improving Girls' Occupational Potential. A Review of the Literature.
Commission on Civil Rights, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Note-274p.; Not available in paper copy due to thin, blurred type
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavior Theories, Career Awareness, *Career Development, Career Education, *Employment Potential, Federal Programs, *Females, Literature Reviews, *Occupational Choice, Role Theory, Self Actualization, Self Concept, *Sex Differences, Social Influences, Vocational Education

Following an overview of the amount and focus of the literature on occupational development of women, four major theories of vocational development are discussed in depth in part 1: Roe's theory of career choice; Ginzberg and associates' theory of vocational decision making, Super's theory of the development of self-concept, and Holland's theory of vocational choice. Summaries and critiques are given of two theories of occupational development of females: Zytowski's theory of the duality of women's roles and Psathas' theory of occupational choice for women. A review of literature in part 2 focuses on the three major hypotheses of this study, sex differences in (1) self-concept and sense of competence; (2) motivational aspects including related attitudes, aspirations, and expectations; and (3) acquisition of educational means (knowledge, training, skills), which includes discussion on implementation and impact of career and vocational education legislation. Part 3 is a discussion of the most important socialization influences on the occupational development of women including influence of teachers, parents (attitudes, expectations, maternal employment, socioeconomic status), peers, and visual media. Part 4 is an overview by age level of those interventions to enhance aspects of girls' occupational potential. Description of the interventions are given with occasional delineation of effects. A list of references follows. (FP)

ED 177 370 CE 023 160

Heller, Barbara R. D'Lugin, Victor

From Senior to Freshman: Career Paths Workshop for Women Students.

City Univ. of New York, N.Y. Graduate School and Univ. Center.
Spons Agency-New York State Education Dept. Albany, Grants Administration Unit.
Report No.-CASE-13-79
Pub Date-Oct 79
Note-120p.; Parts of appendix marginally legible
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Articulation (Program), *Career Awareness, *Career Planning, Community Colleges, Decision Making Skills, Education Work Relationship, *Females, Grade 12, High School Students, Job Skills, Mathematics, *Nontraditional Occupations, Occupational Choice, Orientation, Personal Values, Program Descriptions, Recruitment, Role Models, Secondary Education, Self Evaluation, Seniors, Skill Development, *Workshops
Identifiers-Math Anxiety

A career planning workshop program was conducted for New York City twelfth-grade female students intending to enroll in community colleges. Its purpose was to assist them in the transition to college while motivating them to consider nontraditional courses of study. In an attempt to increase participants' interest in male-dominated career programs, improve decision-making capability, and actively involve them in career planning, the four-day workshop was planned to incorporate sessions wherein participants would interact with adults in a structured, organized, supportive environment that treated them as adults. Using written and oral exercises, lectures and discussions, and games and role playing, the eighty-four participants underwent a similar experience that, overall, was judged effective in facilitating self-understanding and appreciation of educational-vocational options nontraditional ones in particular. College women usually experienced counselors led the small-group sessions (fifteen or fewer per group) which focused on self-understanding and mathematics (both student experiences and ``math anxiety''), career planning, and setting goals. Large group sessions dealt with college and occupational requirements, panel discussions, gathering career information, and individual presentations by professional women and college students. Reaction to the program was strongly positive: Group leaders valued the experience, while student attenders received occupational information, learned new skills, and interacted with a large number of adults (including mathematicians and college students). Workshop organizers plan to conduct a comparative follow-up of attenders and non-attenders as a long-term study. (CP)

[illegible]ner, Keith M.

RBS Career Education. Evaluation Planning Manual. Education Is Going to Work.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-RBS-BK-4
Pub Date-76
Contract-NE-C-004-0011
Note-28p.; For related documents see CE 023 015, CE 023 064-067, and CE 023 170-172
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($2.25)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Education, Educational Assessment, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Guidelines, *Planning, *Program Evaluation

Designed for use with the Research for Better Schools career education program, this evaluation planning manual focuses on procedures and issues central to planning the evaluation of an educational program. Following a statement on the need for evaluation, nine sequential steps for evaluation planning are discussed. The first two steps, program definition and evaluation questions, serve as a guide for developing the intended scope of the program and evaluation. The next five steps review evaluation methodology in terms of (1) the statement of hypotheses, (2) selection of subject groups, (3) selection of instruments, (4) creation of a data system, and (5) design of an analysis plan. The final two steps focus on planning concerns in evaluation reporting and cost projection. (LRA)

ED 177 372 CE 023 167

Steketee, Drew

Meeting Consumers' Information Needs: Putting Research to Work.

General Services Administration, Washington, D.C.

Pub Date-27 Apr 79

Note-13p.; Paper presented to the American Council on Consumer Interests annual conference

Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Consumer Education, Data Analysis, Data Collection, Demography, Federal Programs, *Information Needs, *Information Services, Instructional Materials, Media Selection, National Surveys, *Needs Assessment, Question Answer Interviews, Research Methodology, *Research Utilization

Identifiers-Consumer Information Catalog, *Consumer Information Center

The Consumer Information Center is a federal program which encourages federal agencies to develop and release consumer information to the public. It also promotes consumer awareness and access to information through the ``Consumer Information Catalog'' and a mail order distribution operation. Through research, the Center can learn the needs and wants of consumers, help make decisions about marketing and distribution of information, and select publications for the Catalog. One of three methods of research is the nationwide testing survey, performed quarterly on 2,500 households: it involves interviews in-home where subjects are asked to respond to twenty consumer titles. Responses are then organized demographically for future comparison. The second method is the catalog audience survey designed to elicit responses to similar items from catalog subscribers. Finally, a sampling of 1,000 catalog orders is made for indications of preference. Overall results indicate a ``respondent effect'' due to enthusiasm on the audience survey and a significantly lower interest on the nationwide survey expressed by those over 65, those earning less than $10,000, and those with some high school education or less. When suggesting topics for publication, consumers consistently select similar items. Research results are used to establish consumer information priorities, and to target certain publications to certain demographic groups, and to reach less responsive audiences through radio, television, and the popular press. (FP)

ED 177 373 CE 023 170

Research for Better Schools Career Education. Academic Resource Center. Implementing the ARC: Suggestions to the Administrator. Education Is Going to Work.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-75
Contract-NE-C-004-0011
Note-159p.; For related documents see CE 023 015, CE 023 064-067, CE 023 166, and CE 023 171-172
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($30.00 for complete set of materials)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Career Education, *English Instruction, Guides, *Individualized Instruction, Individualized Programs, *Learning Laboratories, *Mathematics Instruction, *Program Development, Resource Centers

Designed to provide individualized instruction in English and mathematics, the academic resource center (ARC) component is one of three instructional components of the Research for Better Schools' career education program and is composed of four items. The first item, the ARC basic information series, provides ten leaflets which discuss

(1) the student population, (2) selecting a site, (3) the professional staff, (4) equipping the ARC and establishing the information flow, (5) the ARC aide, (6) orienting students, (7) setting up the ARC, (8) orienting interested observers, (9) initiating placement procedures, and (10) assessing the implementation. The second item found in the ARC component is an administrator guide which highlights budget allocation, staff appointments, and the use of implementation committees. The ARC teacher's guide contains information designed to ease the shift to individualized instruction. The final item is a handbook for aides which outlines the duties and responsibilities of the ARC aide. (LRA)

ED 177 374 CE 023 171

RBS Career Education. Career Education. Administrative Guides. Education Is Going to Work.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-75
Contract-NE-C-004-0011
Note-176p.; For related documents see CE 023 015, CE 023 064-967, CE 023 166, and CE 023 170-172
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (30.00 for complete set of materials)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Administrator Guides, Career Development, *Career Education, Career Exploration, *Experiential Learning, *Program Development, *Program Evaluation, *Program Planning, School Community Relationship, Secondary Education

Designed to be used in conjunction with the curriculum and procedural materials of the three instructional components in the Research for Better Schools' (RBS) career education program, this series of administrative guides is composed of four items. The RBS introductory manual explains experience-based career education (EBCE) and the RBS approach to CBCE. The implementation planning guide presents the basic steps for local school administrators and staff to follow to install RBS career education and an overview of the RBS approach to the implementation and diffusion of the program. In addition, comments on procedures, anticipated outcomes, and suggested timelines are given with each step. The conceptual guide examines educational and social issues underlying the RBS program to provide local developers with an awareness of the scope of the problem and of the context and limitations of the RBS approach. The final item, the RBS evaluation planning manual, focuses on procedures and issues central to planning the evaluation of an educational program. (LRA)

ED 177 375 CE 023 172

Research for Better Schools Career Education. Career Guidance. Education is Going to Work.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-75
Contract-NE-C-004-0011
Note-290p.; For related documents see CE 023 [illegible]15, [illegible]E 023 064-067, CE 023 166, and CE 023 170-171
Available from-Research for Better Schools, In[illegible], 444 North Third Street, Philadelphia, PA 19123 ($30.00 for complete set of materials)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Career Education, *Career Exploration, Career Planning, Curriculum Guides, *Experiential Learning, *Group Guidance, Guidance, Guidance Programs, Learning Activities, *Program Development, Resource Materials, Secondary Education

Designed to provide for the improvement of student career development through group guidance instruction, the career guidance component is one of three instructional components of the Research for Better Schools' career education program and is composed of four items. The general information manual provides background information, the rationale and basic philosophies, program description, and implementation procedures. The remaining items make up the group-oriented curriculum designed to provide teachers and guidance counselors with resource materials and procedures for helping secondary school students with career decisions, and the goal-setting, planning, and action associated with this process. The curriculum has three core units: (1) career goals and plan, (2) values and decisions, and (3) career specialization. Two supplementary units, job analysis and career exploration selection, are included to link the program with student experiential learning or work experience programs. (LRA)

ED 177 376 CG 013 787

Volunteer Services.

Little (Arthur D.), Inc., Washington, D.C.
Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date-Jun 78
Contract-J-LEAA-013-77
Note-28p.
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Delinquent Rehabilitation, Delinquents, *Juvenile Courts, Legal Responsibility, *Program Costs, Recruitment, *Volunteer Training

This report presents important issues involved in the use of volunteers in the juvenile justice system. Chapter I discusses volunteer program designs, organizational structure, potential program applications, and public relations. Chapter II reviews the volunteer: who he is, his motives for volunteering, and suggestions for recruiting, screening, training and matching. Chapter III comments on the legal issues involved in using volunteers, including the liability of the state/agency and the volunteer and the insurance programs for volunteers. Chapter IV discusses the financial aspects of volunteer programs, including expenses and sources for program funding. (Author/PJC)

ED 177 377 CG 013 788

Community Alternatives.
Little (Arthur D.), Inc., Washington, D.C.
Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date-Feb 78
Contract-J-LEAA-013-77
Note-20p.
Pub Type- Reference Materials (130)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Programs, *Community Resources, *Delinquent Rehabilitation, Foster Homes, Group Experience, Humanization, Juvenile Courts, Probationary Period, *Residential Care, Resources, *Youth Problems
Identifiers-*Diversion

This resource booklet offers communities alternatives to juvenile detention and correctional facilities. The range of possibilities to be considered in lieu of incarceration is made available to planners, advocates, and decision-makers. The use of detention, correctional facilities and alternatives is a function of the social, political and economic dynamics of each jurisdiction, and, therefore, blanket solutions are not possible. The objectives of this booklet are to: (1) stimulate communities into developing and utilizing alternative options, (2) stimulate communities to think more creatively about services that already exist, (3) and to demonstrate that developing community alternatives need not involve great expenditures of funds. The material is organized into non-residential, short-term residential, and residential alternatives. (PJC)

ED 177 378 CG 013 795

O'Neill, Sallie Manion, Alice

Train To Equality; For Teachers, Counselors, and Program Planners Who Wish to Establish Group Counseling For Women Classes.

California Univ., Los Angeles. Univ. Extension.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-7 Nov 76
Note-121p.; Photographs not filmed due to non-reproducibility ; Workshop held at the University of California Extension (Los Angeles, CA, November 7-12, 1976)
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Education, *Career Development, Counselors, Educational Programs, *Females, *Group Counseling, *Institutes (Training Programs), *Program Planning, Self Actualization, Teachers, Vocational Counseling, *Womens Education

This institute seeks to train qualified men and women in techniques of establishing programs for women based on a UCLA model of group counseling for women. The class presents women with the opportunity to develop self-knowledge and acquire guidance in pursuing educational and vocational goals. The five major components of the training program are outlined, followed by evaluation criteria and recommendations. The first appendix contains personalized professional data on participants in the institute including name, ethnicity, background, affiliation, job title, region, and population served. Evaluation questionnaires and response data follow. Samples of the institute syllabus and a manual of procedures for group counselors entitled Group Counseling for Women are appended. These final sections include career information, addresses and other potentially useful information. (BEF)

ED 177 379 CG 013 797

Ayars, Albert L. Bovee, Corlan

How to Plan a Community Resources Workshop: A Handbook for School Administrators, Professors of Education, Community Leaders and for All Workshop Participants.

National Association for Industry - Education Cooperation, Buffalo, N.Y.

Pub Date-75

Note-37p.

Available from-National Association for Industry-Education Cooperation (NAIEC), 235 Hendricks Boulevard, Buffalo, NY 14226

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Community Action, *Community Resources, Educational Programs, *Educational Resources, Elementary Secondary Education, *Program Planning, Resource Guides, *School Administration, Staff Improvement, Teachers, *Workshops

This handbook helps school administrators and their colleagues plan and conduct educational workshops in their communities with or without help from universities or colleges. It can be used as a tool for staff development programs, and provides names and places that have used their communities as learning resources in the past two decades. The workshop is described, and evaluation and a case study are included. Suggestions to industry and business people interested in developing workshops, and helpful references conclude the handbook. (BEF)

ED 177 380 CG 013 802

Williams, Bruce W.

Reinforcement and the Overjustification Effect.

Pub Date-Apr 79
Note-16p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, Behavior Patterns, *Contingency Management, Interests, *Motivation, Performance, *Reinforcement, *Rewards
Identifiers-*Overjustification

Reward contingencies and other extrinsic constraints on behavior can lead to reduced levels of interest in and/or decreased engagement in a target activity in a subsequent noncontingent situation. It has been hypothesized that this effect is caused by a change in the self-perceived locus of motivation from intrinsic to extrinsic. It follows from this that effective rewards are more likely to produce the overjustification effect than are ineffective rewards. However, a review of empirical studies suggests the opposite conclusion. This experiment manipulates four levels of the behavior constraint-reinforcement variable: attractive reward, unattractive reward, request to perform, and a no-reward, no-request control. Only the unattractive reward and request groups indicated performance decrements which suggest the overjustification effect. The attractive reward group was significantly different from these two groups on this measure. Results indicate that reinforcement does not cause the overjustification effect. The behavior constraining aspect of a contingency seems to produce the effect, while the reinforcement, or reward value, aspect leads to an increase in interest and post-contingency performance. (Author

ED 177 381 CG 013 803

Miller, Gary M., Ed.
Carolina Counselor 1979.
South Carolina Univ., Columbia. School of Educat[illegible].
Pub Date-79
Note-79p.
Pub Type- Collected Works - General (020)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Assertiveness, Child Abuse, *Counseling, *Group Relations, *Occupational Guidance, Older Adults, *Peer Counseling, Physically Handicapped, Religious Factors, *Retirement, *Vocational Counseling

This anthology contains eight papers given at a symposium which brought faculty and graduate students together to share their interests and views about the counseling profession. It explores a wide variety of topics: the need for preretirement counseling, the views of elementary counselors regarding their responsibilities in working with the parents of disabled children, ideas for counselors who wish to have career counseling and placement programs at a minimal cost, Christianity and counseling from a person perspective, extending mental health services to the elderly using a consultation and peer counseling approach, premarital pregnancy and out of wedlock births as they relate to child abuse, seating positions and group interactions, and the use of assertiveness training as it relates to therapy with couples. (Author)

ED 177 382 CG 013 804

Feingold, S. Norman

Aspire - Don't Retire.

B'nai B'rith, Washington, D.C. Career and Counseling Services.

Pub Date-May 78

Note-21p.; Keynote address given at Central Synagogue Community House (New York, NY, April 9, 1978)

Available from-B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036

Journal Cit-Counselor's Information Service; v33 n2 suppl 1 May 1978

Pub Type- Information Analyses (070) - Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Counseling, *Attitudes, Economic Status, Individual Differences, Labor Force Nonparticipants, *Older Adults, *Quality of Life, *Retirement, Work Life Expectancy

Retirement is a recent phenomenon, with accompanying financial stress as income drops, and psychological strain from a loss of career identity. However, individual differences in attitudes and expectations vary with age, education, income, and between retirees and non-retirees. Needs after retirement may remain the same as in pre-retirement while activities drop; or activities may remain the same but needs may change, or both activities and needs may change. Successful retirement may require professional or lay counseling which recommends different methods of keeping active. Additional advice may be obtained from various organizations and agencies. Experts observe individual differences among increasing numbers of people planning early retirement, while among workers over age 65, there are also differences between those from the lowest income to those from the highest. The value and importance of pre-retirement planning and counseling are heavily stressed. (LS)

ED 177 383 CG 013 805

Feingold, S. Norman Brown, Susan L.
Counselor's Check-Up List. New Edition.

B'nai B'rith, Washington, D.C. Career and Counseling Services.
Pub Date-May 78
Note-13p.
Available from-B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036
Journal Cit-Counselor's Information Service; v33 n2 suppl 2 May 1978
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bibliographies, *College Admission, *Counselors, Counselor Training, *Guidance Counseling, *Occupational Information, *Resource Materials, Secondary Education, *Student Financial Aid, Tests

This 1978 guide revises the earlier Counselor's Check-up List'' which provided a source of new ideas and innovative techniques for the practicing counselor, the counselor educator, and the counselor in training. Items are categorized for ready reference with topics including publishers specializing in guidance-related materials and test materials, as well as audio-visual aids, government agency sources of both information and services, resources for college admissions and student financial aids, lists of placement aids, educational directories and reference material, and free or inexpensive literature sources. The purpose of the listings is to suggest means of updating the counselor's professional information. A tongue-in-cheek'' quiz asking about each category checks the reader's current awareness and usage of current resources. The list is highly selective rather than comprehensive, and it is based on the opinions of professionals in the field. (Author/LS)

ED 177 384 CG 013 806

Feingold, S. Norman

What Makes Learners Learn? Motivational Learning Theory in Home Study.

B'nai B'rith, Washington, D.C. Career and Counseling Services.

Pub Date-May 79

Note-17p.

Available from-B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036

Journal Cit-Counselor's Information Service; v34 n2 suppl 1 May 1979

Pub Type- Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Adult Students, *Educational Theories, *Goal Orientation, *Home Study, Individual Needs, *Learning Processes, *Motivation Techniques, Self Actualization, *Student Attitudes, Teaching Methods

Motivation is vital to all learning with the possible exception of incidental learning. Home study may adapt motivational learning theory to its goals by considering basic concepts with related examples. First, the more advance reasons an individual has to believe in the value of home study, the more likely will be the success of educational attempts enhancing that motive, especially if such motives appear realistic and reasonable to the student. Next, developing and conceptualizing of the associative network by the student increases motivation. The student's associating the motive with an improvement in his self-image further increases its utility. Accurate record-keeping by the student of progress towards goals is also helpful. Motivational changes are more effective if linked to a new reference group. Expectancy theory, contract grading, Maslow's hierarchy of needs, removal of motivational obstacles, systems design, and matching the personal needs of the individual to the environment all facilitate motivation. Thirty-seven practical suggestions for the application of motivational concepts are presented. (LS)

ED 177 385 CG 013 807

Drug Abuse in the New York City Schools. A Report of the Select Committee on Narcotics Abuse and Control, House of Representatives, Ninety-Fifth Congress, Second Session (August 30-September 1, 1978).

Congress of the U.S., Washington, D.C.
Pub Date-30 Aug 78
Note-22p.; Best copy available
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attendance, Criminal Law, *Drug Abuse, Elementary Secondary Education, *Marihuana, Police School Relationship, Public Schools, *School Administration, *Urban Youth
Identifiers-*New York (New York)

The January 1977 hearing by the U.S. House Select Committee on Narcotics Abuse and Control mandated three days of further hearings in 1978. The focus was upon New York city schools, but reflected many similar situations in other urban school systems according to the committee's judgement. The committee also found that alcohol and marihuana usage (the soft drugs'') have become a recent trend, while PCP usage also made strong inroads; marihuana decriminalization was minconstrued as legalization; absenteeism was correlated with drug abuse; administrative control and awareness of the extent of absenteeism was lacking although state and federal aid were jeopardized by such absenteeism; re-entry of hardcore absentees was not attempted; drug intervention programs lacked standardization; teachers needed drug training; NIDA educational material was considered virtually useless;'' school administrators, drug program directors, and law enforcement officials failed to cooperate; drug activity and violence went unreported to avoid the appearance of poor management; security needed bolstering; no federal aid came directly to the school system for drug programs; the police failed to consider the problem in school serious because of the lack of reporting by the school system. The committee's recommendations are attached. (LS)

ED 177 386 CG 013 808

Adams, Kathrynn A. Davis, Liane V.

The Father's Perception of His Role and the Child's Development.

Pub Date-Aug 78
Note-23p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitudes, Authoritarianism, Behavioral Science Research, *Child Rearing, *Fathers, *Mothers, Parent Child Relationship, *Parent Role, *Relationship, *Role Perception, Sex Differences

Although mothers remain the primary caretakers of children, recent empirical evidence supports the notion that fathers are important in the lives of even very young children. This study examined relationships between fathers' and mothers' attitudes toward childrearing (as measured by the Parent Attitude Research Instrument), their beliefs about internal and external factors which they perceive to be important to be a successful father or mother and the cognitive, social, and sex role development of their preschool children. Fathers' and mothers' authoritarianism and warmth and internal and external orientations were consistently and yet differently related to the development of their sons and daughters. These results imply that the father's role as a caretaker in contemporary middle-class families is not redundant with the mother's role, but is truly different. (Author)

ED 177 387 CG 013 809

Spence, Janet T.
Androgyny as Trait and as Role: Unresolved Issues.
Pub Date-30 Mar 79
Note-13p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (25th, New Orleans, Louisiana, March 28-31, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Androgyny, *Definitions, *Personality Theories, *Psychological Tests, *Role Theory, *Sex Differences, Social Characteristics

In the late 1970's androgyny as a concept gained respectability, accompanied, however, by a backlash. Debate centered primarily on scientific grounds and both sides failed to define the concepts of masculinity, femininity and androgyny, including possible cultural relativity. Most empirical research on androgyny uses either the BSRI or the PAQ tests which contain separate masculinity and femininity scales with low degrees of correlation, thereby supporting dualistic conceptions: both tests measure abstract personality traits; and neither has a high correlation to sex role attitudes, behaviors, or preferences. In designing and interpreting studies involving psychometric measures, scale content must be considered. Validity of the dualistic approach is currently questionable. Similarly, the ``superiority'' of being androgynous is questionable and needs further definition. Instrumentality, expressiveness, and interactions between the sexes currently have profound and complex implications needing clarification. (Author/LS)

ED 177 388 CG 013 810

Johnson, Paula B.

Working Women and Alcohol Use: Preliminary National Data.

Pub Date-78

Note-31p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alcoholism, Behavioral Science Research, *Drinking, Economic Status, Employment Level, *Females, Marital Status, *Sex Differences, *Social Influences, *Working Women

While alcoholism and problem drinking is not as prevalent among women as men it nonetheless is a serious health concern, deserving greater attention. Investigation results comparing the consumption and problem drinking patterns of women with men finds that lower consumption rates among females cannot be explained by body weight as men drink more both in absolute terms and in relation to their body weight. Problem drinking for men also was higher except in some instances indicating that females experience different problems not fully measurable at present. Employment among women has a different relation to drinking than among men. Past research fails to provide definitive conclusions about the importance of women's social roles and drinking patterns. Social sex role variables, however, suggest that abstention correlates with older age, lower SES, Protestant religion, and ``dry'' regions. Heavy and problem drinkers show neither consistent role nor social variables, but divorced or unemployed women have the highest rates of problem and heavy drinking, as do married employed women. Further research is needed to define the implications. (LS)

ED 177 389 CG 013 811

Majchrzak, Shirley

Preparing Young Women For Tomorrow: A Handbook of Career Counseling Strategies for Intermediate and High School Women. Monograph Number 9.

California Personnel and Guidance Association, Fullerton.

Spons Agency-San Mateo County Board of Education, Redwood City, Calif.

Pub Date-Jan 76

Note-99p.

Available from-California Personnel and Guidance Assocaition, 654 East Commonwealth Avenue, Fullerton, California 92631 (Members, $4.24; others, $5.83)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Choice, *Counseling Programs, *Discriminatory Attitudes (Social), Employment Opportunities, *Equal Opportunities (Jobs), *Females, Feminism, High School Students, Resource Materials, Secondary Education, Sex Fairness, *Sex Stereotypes, Vocational Counseling, Womens Studies

This guide focuses on the needs of high school women students. It attempts to help counselors develop open attitudes and non-discriminatory policies and practices in educating and training women for satisfying, non-stereotyped careers and life-roles. The manual provides separate, creative program strategies that vary in importance, difficulty, commitment to policy charge, traditional nature, and pre-implementation planning; none is prerequisite to another. Strategies are offered to initiate a vocational readiness program, to expand career options for women, to involve women students in career guidance policy-making, to organize student career awareness groups, to introduce more diversity in role model activities, to encourage mentoring, to locate sex-fair guidance inventories, to remediate the curriculum with women's studies, to develop school-community cooperative activities, to provide inservice training for staff, and to obtain current and specific career resource material for young women students. To aid the final strategy, seven separate resource lists suggest a basic book collection, films, miscellaneous program materials, other publications and resources, national women's professional organizations, national women's organizations, and national organizations for job discrimination and women's rights. (Author/LS)

ED 177 390 CG 013 812

Rapin, Lynn S. Cooper, Merri-Ann
Images of Men and Women: Comparing Feminists and Nonfeminists.
Pub Date-Aug 78
Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Androgyny, *Changing Attitudes, Females, *Feminism, Personality Tests, *Rating Scales, *Sex (Characteristics), Sex Differences, *Stereotypes

Two hypotheses were tested to see if feminists would evaluate male-characteristic and female-characteristic traits differently than would nonfeminists and if they would rate fewer traits as descriptive of only one sex. Undergraduates rated a set of adjectives for appropriateness to men and women, appropriateness to blacks and whites, or for social desirability. Dempewolff's (1973) Feminism II Scale then dichotomized the sample into feminists and nonfeminists. The feminists were found to rate fewer traits as characteristic of only men or of only women, and more traits as characteristic of both than did nonfeminists. Both feminists and nonfeminists evaluated most traits as either neutral or slightly positive. Additionally, no sex differences were found. (Author)

ED 177 391 CG 013 813

Norris, Carol A. Chan, Susy S.

Bostrom Alternative Center for Education: Interim Evaluation Report.

Phoenix Union High School District, Ariz.
Pub Date-Apr 79
Note-59p.
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Counseling Effectiveness, *Dropout Programs, *Educational Alternatives, High School Students, *Minority Groups, *Program Effectiveness, Program Evaluation, Secondary Education, Student Attitudes, Student School Relationship
Identifiers-*Bostrom Alternative Center for Education

The mid-year evaluation of the Bostrom Alternative Center for Education (BACE) during its third year of operation (1978-79) reviewed student characteristics, student termination, and results of student, parent and staff surveys. Students (N 334) attended Bostrom Center during the first semester. The academic program had the largest student enrollment (158); Life Skills (89) and GED (87) had similar size of enrollment. The majority of the students' ages ranged from 15 to 18 years old. Students were primarily Hispanic, black, and white, with a large proportion of non-white minority students. Most students had less than 10 credits earned toward graudation. About one-third of the students were dropouts for one or more years. Most of them came from schools within the Phoenix Union High School System and many had attended Bostrom Center previously. Students were referred to Bostrom through school counselors, friends, probation/parole officers. About 23% of the students were on probation/parole at the time of enrollment. By January 1979, 134 students were terminated. The dropout rate was about 22.5%. Among all terminated students, 63% withdrew for non-positive reasons; 11 obtained their GED Certificates. In general, students, parents and staff all endorsed the program as a success. Individualized support for student academic and social problems, understanding staff, small classes and self-paced learning helped change students' attitudes toward school. GED and vocational orientation in curriculum, coordination among staff members, and frequent parental contacts also facilitated student performance. (Author)

ED 177 392 CG 013 814

Lowy, Louis And Others

Managing Management Training Programs in Gerontology.

Boston Univ., Mass. School of Social Work.; Brandeis Univ., Waltham, Mass. Florence Heller Graduate School for Advanced Studies in Social Welfare.

Spons Agency-Administration on Aging (DHEW), Washington, D.C.

Pub Date-16 Nov 78

Grant-A-41-90-A-1410(01)

Note-14p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Gerontology, *Educational Programs, *Field Experience Programs, Graduate Students, *Graduate Study, Higher Education, *Management Education, *Professional Training, Training Techniques

A graduate-level management training program in gerontology is presented through a description of a consortium of two universities (Boston University and Brandeis University) and consisting of three types of training (gerontology and aging, sociology and social work, and management techniques). The areas of interest described in these materials include the following: (1) program philosophy, (2) student selection, (3) site selection for training practica, (4) field experiences, (5) advising problems, and (6) faculty participation. (HLM)

Schumacher, Dorin
Upward Bound and Talent Search Work With School Counselors.
Pub Date-79
Note-11p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Development, *Counselor Role, *Counselor Training, Disadvantaged Groups, Dropout Programs, Educational Programs, *Interprofessional Relationship, Secondary Education, *Training Techniques
Identifiers-*Talent Search, *Upward Bound

The set of behaviors and procedures used in working with school counselors participating in the Upward Bound and Talent Search programs at the University of Maine at Orono is described. Areas of concern designed to facilitate the relationship between school counselors and program coordinators include the following: (1) basic program information, (2) identification of potential clients, (3) selection of services, (4) development of presentations for "back-home use", (5) administrative and faculty support, (6) paperwork, (7) professionalism, (8) first-hand experience in the actual programs, and (9) teamwork. (Author/HLM)

Bono, Stephen F. Keenan, John B.

Evaluating a Procedure to Maintain Student Progress in Personalized Instruction Courses.

Pub Date-15 Jun 79
Note-29p.; Paper presented at the Annual Convention of the Association for Behavior Analysis: International Organization (5th, Dearborn, Michigan, June 16-19, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Patterns, College Students, Grade Point Average, Higher Education, *Individualized Instruction, *Pacing, *Performance Factors, *Student Behavior, *Task Performance, *Test Results
Identifiers-*Fading Procedures

A fading procedure to maintain student pacing in personalized instruction courses in two settings a small educational psychology course at a public university and a large psychology course at a private university was investigated. Students in both courses were divided into two groups. The first group had gradually lengthened unit completion deadlines (target dates) and the other group had no pacing restrictions. No differences were found for grade point averages and pretest scores, units mastered at target dates, final examination scores, pre/post gain scores, unit quiz attempts, and instructor-student contacts. (Author)

ED 177 395 CG 013 817

Chipouras, Sophia And Others

Who Cares? A Handbook on Sex Education and Counseling Services for Disabled People.

George Washington Univ., Washington, D.C. School of Education.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-79

Grant-12-P-59099/3-01

Note-247p.

Available from-Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers, 1828 L Street, N.W., Suite 704, Washington, DC 20036 ($10.00)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Counseling Programs, *Counseling Services, Counselors, *Delivery Systems, *Physically Handicapped, Resource Guides, *Sex Education, *Sexuality, Training Techniques

This guide is designed to assist those individuals who provide counseling and sex education services to the disabled. The organization of this handbook into various sections provides foundation information first, more specific information for particular populations next, and finally supplemental material and resource listings. Section I describes the current state of the art and research results. Sections II through V, which assume that the reader is familiar with the information presented in Section I, gives more specialized information which applies to disabled consumers, counselors and other service providers, trainers, and policy makers. Included are discussions of specific issues which are relevant to the above populations. Appendices A through H offer resource listings, survey reports, bibliographies, and other supplemental material, and are intended to be used as reference guides to additional information in the area of sexuality and disability. (Author)

ED 177 396 CG 013 818

Schindler, Fred

Behavioral Bibliotharapy: An Evaluation of a Self-Help Book.

Pub Date-79
Note-8p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anxiety, *Assertiveness, *Behavior Change, *Bibliotherapy, College Students, Counseling Programs, *Group Counseling, Intervention, Program Descriptions, *Self Help Programs, Technical Reports

The effectiveness of a self help book on assertiveness training was assessed by comparing two bibliotherapy conditions with group therapy and a waiting list control condition. One group of bibliotherapy subjects read a popular paperback with no therapist contact, while the other group additionally participated in informal discussion sessions. Assessment instruments included self report measures of assertiveness and anxiety, as well as verbal role play responses to taped analogue situations. A small sample size and large dropout rate precluded definitive conclusions, but results indicated that both bibliotherapy procedures were essentially as effective as assertiveness trainnig group therapy. A near-significant decrease in anxiety was observed in subjects who became more assertive. (Author)

ED 177 397 CG 013 819

Burnett, Darrell J. Curtis, Susann K.

The Hospitalized Juvenile Offender: A Behavioral/Educational Approach.

Pub Date-18 Jun 79

Note-7p.; Paper presented at the Annual Convention of the Association for Behavior Analysis: International Organization (5th, Dearborn, Michigan, June 16-19, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Behavior Change, Criminal Law, *Delinquent Rehabilitation, *Delinquents, *Educational Programs, *Institutionalized Persons, Juvenile Courts, Legal Problems, *Rehabilitation Programs, Teenagers

Research points to two major deficits in the juvenile offender: behavioral (minimal social adaptive skills) and educational (learning disabilities). A private hospitalization treatment program for adolescents is described which combines a behavioral and educational approach to the juvenile offender. A case study illustrates how a behavioral/educational program in a private setting can interact with the juvenile justice system offering quantitative data for diagnosis, and treatment and recommendations for final court disposition. (Author)

ED 177 398 CG 013 820

Greebler, Carol Susan

Job Reward Value Differences Between Men, Non-Traditional and Traditional Women.

Pub Date-78

Note-61p.; Master's Thesis, San Digeo State University, California; Best copy available; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Dissertations/Theses (040)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Age Differences, Comparative Analysis, *Compensation (Remuneration), *Job Satisfaction, Nontraditional Students, *Rewards, *Sex Differences, Status, Technical Reports, *Values, Work Attitudes

Men, traditional women, and nontraditional women were compared regarding the importance they attach to pay, prestige, and social rewards received from a job. Heterogeneous groups of 290 females and 189 males rated the importance of 16 rewards. Pay was rated as significantly more important than either prestige or social rewards by all three groups. No significance between-group differences were found regarding the importance of pay or social rewards. Significant differences were found regarding the importance attached to presitge. Nontraditional women and men rated this reward as significantly more important than did traditional women. Significant differences were also found in the importance attached to the social rewards when age and marital status were considered, i.e., social rewards were regarded as more important for single persons than for married persons, while younger persons attributed more importance to social rewards than did older persons. (Author)

ED 177 399 CG 013 821

Fitz, Don And Others

Anger Between Intimates: An Experimental Study of Aggression Reduction Strategies.

Missouri Univ., St. Louis.

Pub Date-5 May 79

Note-22p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aggression, *Behavior Change, Behavior Patterns, Interaction Process Analysis, Interpersonal Relationship, Intervention, *Reactive Behavior, *Sex Differences, *Spouses, *Stranger Reactions

The effects of counter-aggression strategies on married couples resulting from use of the Taylor interactive paradigm were investigated. Married persons (N 52) competed in a complex reaction time task and set durations of 100 decibel punitive noise for either their spouse or an opposite-sex stranger. During pretrials (aggression escalation), males significantly increased settings when competing with their spouse but not when competing with an unfamiliar female. Women increased settings when competing with unfamiliar males but not when competing with their spouse. During experimental trials, four counteraggression reduction strategies were examined: passive withdrawal (0% counteraggression), minimum retaliation (10%), intermediate retaliation (50%), and incremental escalation (50% + 5). Men reduced punitive settings under the 10% retaliation condition only. Women reduced punitive settings under 0%, 10%, and 50% conditions. When men were confronted with a passive strategy by a woman, a decrease in aggression was followed by an increase. Women did not show the same pattern. The relationship between these findings and others concerning wives' difficulties in reducing husbands' hostility is discussed. (Author)

ED 177 400 CG 013 822

Ludvigson, Gary, Ed.

A Pupil Services Model for the State of Wisconsin: A Fresh Approach.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Pupil Services.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.-WSDPI-Bull-8306

Pub Date-Sep 78

Note-50p.

Pub Type- Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Responsibility, Counseling Effectiveness, *Counselor Role, Elementary Secondary Education, Guidance Functions, Guidance Personnel, *Guidance Services, *Organization, *Pupil Personnel Services, *State Programs

Identifiers-*Wisconsin

The nature and functions of pupil personnel servcies staff, together with a model of a typical pupil personnal services organization found effective in the public schools of Wisconsin, are presented. Salient features of the recommended model include: (1) services for all children; (2) direct line responsibility to the district administrators; (3) a basic core of pupil personnel services discipline; and (4) the flexibility to accommodate local needs. The appendices contain examples of proposed pupil personnel services administrator certification, position descriptions, and organizational charts. (Author/HLM)

ED 177 401 CG 013 828

James, Jennifer Vitaliano, Peter Paul

Modeling the Drift Towards Sex Role Deviance.

Public Health Service (DHEW), Arlington, Va.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Pub Date- 78
Grant-DA-00918
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Patterns, *Delinquency Causes, Delinquents, *Family Background, *Family Influence, *Females, Individual Development, *Sex Role, Sexuality, *Socially Deviant Behavior
Identifiers-*Prostitution

The interrelationships of deviant life experiences and current status, i.e., prostitution versus non-prostitution, were investigated by the application of multivariate analyses. Variables were studied involving early home life, pregnancy history, sexual history, and criminal involvement. Based on the analyses, three models were developed that related prostitution to early history, sexual history, and current status. The models were shown to fit the data, and results suggest a revision in the traditional explanations of female sex-role deviance. (Author)

ED 177 402 CG 013 829

Clayson, David
Women Medical Students: A Study of Attitude Changes During Medical School.

Pub Date-3 May 79
Note-8p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, *Changing Attitudes, *Environmental Influences, *Females, Higher Education, Medical Education, *Medical Students, Reactive Behavior, *Self Concept, *Sex Differences

Differences between male and female medical students in attitude changes toward themselves and their environment were investigated. In general, women students appeared to have had a harder time, showing more negative developments in both attitudes toward the environment and in those toward themselves. Compared with men, women showed sharp declines in measures of self-worth, decreases in self-confidence, dramatic increases in readiness for counseling and a need for help from outside agencies, and increased values on measures representing social responsibility. (Author)

Sendbuehler, J. M. And Others
Attempted Suicide: The M.M.P.I. Differentiation of Suicidal from Non-Suicidal Depressions.
Pub Date- 79
Note-18p.; Paper presented at the Annual Meeting of the American Association of Suicidology (12th, Denver, Colorado, May 10-13, 1979) ; Some light print
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, Classification, Comparative Analysis, *Depression (Psychology), *Individual Characteristics, Patients (Persons), *Personality Studies, *Profile Evaluation, *Psychological Patterns, *Suicide
Identifiers-*Minnesota Multiphasic Personality Inventory

Distinctions between non-suicidal and suicidal depression were investigated. Epidemiological profiles of depressed patients (40 suicidal and 40 non-suicidal) were matched for sex and age. Independent raters diagnosed each subject according to five classifications of depression. The Minnesota Multiphasic Personality Inventory (MMPI) scores for each subject were examined for any differences between the two groups. Results indicated that: (1) MMPI profiles appear to differentaite suicidal from non-suicidal depression; (2) psychiatric diagnoses are of little value in differentiating the types of depression; (3) suicidal patients are not confined to any single diagnostic group; and (4) admissions for male and female depression peak in the 20-39 year age group and then gradually decline. (Author/HLM)

ED 177 404 CG 013 831

Kerr, Kathleen B.

Viewing Aging Issues From a Family Theory and Therapy Perspective.

Pub Date-20 Nov 78

Note-14p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age, *Extended Family, *Family Relationship, *Family Structure, Gerontology, *Older Adults, *Systems Approach

Identifiers-*Bowen Family Systems Theory

When applied to older persons, basic concepts of Bowen Family Systems Theory, the most well developed theory emerging from the family movement in psychiatry, focus on the family systems of older people rather than on the problems of the aged. This Bowen focus on the value of intergenerational contact and continuity leads naturally to seeing the aged as assets rather than liabilities, as repositories of family history and links to the past. Clinical observations consistently find the healthiest families maintain calm, open emotional contact with past generations, although they also observe emotional cutoffs with older family members, despite frequent physical contact, and the repetition and intensification of such cutoffs through the generations. The general implication of a family systems view is that it is impossible to understand behavior of older persons without examining the family system surrounding them. Thus, clinical effort focusses on helping people bridge cutoffs with their extended family. (Author)

ED 177 405 CG 013 832

Evertts, Jeanne, Ed.

School Social Work Journal. Illinois Association of School Social Workers. Volume 3, Number 1, Fall 1978.

Illinois Association of School Social Workers, Northlake.
Pub Date-78
Note-69p.
Available from-School Social Work Journal, Box 484, Naperville, Illinois 60540 ($6.00 per year)
Journal Cit-School Social Work Journal; v3 n1 Fall 1978
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adolescence, *Counselor Role, *Deaf Education, *Due Process, Educational Legislation, Elementary Secondary Education, Females, Handicapped Students, *School Social Workers, *Truancy
Identifiers-*Education for All Handicapped Children Act

This issue focuses on the Education for All Handicapped Children Act, P.L. 94-142, and its impact on the role of school social workers, including relationships with students, school personnel, parents, and community service agencies. Other articles address the following areas of concern: (1) truancy and due process; (2) play therapy; (3) issues of female adolescence; (4) Title II of the Social Security Act and subsequent implications for school social workers; and (5) resources for the hearing impaired. Book reviews, book notes, film reviews, and announcements are also presented. (HLM)

ED 177 406 CG 013 833

Betts, Francis M., III

Work, Learning and Satisfaction in Undergraduate Field Studies.

Pub Date-Jun 79
Note-19p.; Not available in hard copy due to marginal legibility
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavior Patterns, College Students, Comparative Analysis, *Environmental Influences, *Field Experience Programs, Higher Education, *Learning Experience, *Participant Satisfaction, *Program Effectiveness, Program Evaluation, Student Behavior, *Work Environment
Identifiers-*Work Environment Scale

Levels of student satisfaction with the Great Lakes Colleges Association - Philadelphia Urban Semester, a 16-week multidisciplinary urban field study program, were investigated. Several aspects of the program, including the four day per week field placement, weekly city'' seminar, elective seminar, and minimally structured living experience were assessed to determine factors contributing to satisfaction in the work environments. Students (N 164) completed the Work Environment Scale three times during the semester. Results indicated that: (1) conformity between student expectation and student perception of reality is not associated with levels of satisfaction with a work placement; (2) there is no evidence that student assessments of the work environment tend to become more realistic after field experiences for at least eight weeks; and (3) the degree to which satisfaction contributes to enhanced levels of learning and goal attainment is not assessable. (Author/HLM)

Turner, Robert G. Gilliland, LuNell

Self-Consciousness and Body Image: Length and Accuracy of Self-Reports of Physical Characteristics.

Pub Date-Apr 79
Note-15p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Body Weight, *Individual Characteristics, *Individual Differences, *Physical Characteristics, *Self Concept, *Self Evaluation, Sex Differences
Identifiers-*Self Consciousness Scale (Fenigstein et al)

The extent to which private self-consciousness (as defined by Fenigstein, Scheier, and Buss, 1975) is related to the length and accuracy of self-reports concerning physical characteristics was investigated. In the first phase of the experiment subjects (N 87) listed their physical characteristics that they liked, disliked, or toward which they were neutral. In the second phase of the study, difference scores between subjects' estimates and actual measures of weight, height, chest size, and waist size were obtained. Results indicated that the amount and accuracy of knowledge about one's physical characteristics were significantly related to individual differences in private self-consciousness. (Author)

ED 177 408 CG 013 836

Perritt, Lea J.
Counseling the Appalachian Youth: Strategies and Techniques.
Pub Date-Apr 79
Note-10p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitudes, *Community Health Services, *Counseling Services, Counselor Acceptance, *Counselor Attitudes, Counselor Role, *Interaction, Rural Areas, *Rural Youth
Identifiers-*Appalachia

Providing counseling services to clients in rural areas entails special problems that are particularly unique to rural areas, such as geographic isolation, general suspiciousness toward outsiders, and community resistance to agency services. In order to effectively relate to rural Appalachians, counselors must be sensitive to the rural population's needs, values, and norms, and also aware of their own attitudes toward rural inhabitants. Some basic strategies which counselors should consider in the development of counseling services include the following: (1) defining the counselor role in less counselor-client'' terms by acting as a teacher or vocational advisor; (2) seeing clients in their own settings and leisure activities; (3) being less formal and structured while counseling; (4) involving the client's whole family; (5) becoming part of the community; and (6) using local individuals as assistants where possible. (HLM)

ED 177 409 CG 013 837

Wilson, Susannah J. Clarke, Juanne N.
A Paradigmatic Approach to the Sociology of Women and the Family.
Pub Date-Oct 78
Note-24p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978); Not available in hard copy due to marginal legibility
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Family (Sociological Unit), *Females, Feminism, Public Policy, *Research Problems, *Social Science Research, *Sociology, *Womens Studies

In sociological literature, there exist three paradigmatic approaches to the study of women and the family, i.e., positivism, interpretive sociology, and radical sociology. Because study of the sociology of women and the family has been carried out primarily in the positivistic paradigm, the emphasis has been on the constraints of existing social arrangements as well as the description and analysis of these arrangements. Over-reliance on positivism has also meant over-reliance on the methodology of positivism, i.e., the use of questionnaires, scales, and other objective tests. A multiparadigmatic approach would allow researchers to ask a greater variety of questions, deal with feminist critiques of sexism, vary methodological approaches, and permit social policy decisions to be made on a greater breadth of data. (Author/HLM)

ED 177 410 CG 013 838

Longtain, Melinda

Family Violence: The Well-Kept Secret.

Texas Univ., Austin. Hogg Foundation for Mental Health.

Pub Date-79

Note-39p.

Available from-Hogg Foundation for Mental Health, P.O. Box 7998, University Station, Austin, TX 78712 ($.50 each or $.44 for 100 copies or more)

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Counseling Services, *Crisis Therapy, *Family Relationship, Females, *Intervention, *Mental Health, Program Descriptions, Social Problems, Spouses, *Violence

Identifiers-*Battered Women, *Domestic Violence

The myths maintaining the violence between men and women are woven deeply into the matrix of society's norms and values. Crisis intervention succeeds to the extent that it is supported by wider reaching interventions interventions that challenge the myths. Such programs include day care for mothers wanting to work and flexible time schedules for working mothers. Other examples of preventive mental health in this area include allowing men to be more nurturant and relieving them of the pressure to achieve constantly. The Center for Battered Women in Austin, Texas is a crisis center that provides stopgap measures as a partial solution to the problem of family violence. (Author)

ED 177 411 CG 013 839

Johnston, Judith E.

The Impact of Juvenile Diversion: An Assessment Using Multiple Archival Perspectives.

Pub Date-6 Apr 79
Note-7p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Services, *Crime, *Delinquency Prevention, *Delinquents, Disadvantaged Youth, Justice, *Program Effectiveness, Program Evaluation, *Youth Programs
Identifiers-*Diversion

Delinquency reduction and reduction of the number of juveniles referred to the justice system were assessed for 14 diversion programs in Los Angeles County. A project versus nonproject comparison and a pre-post analysis with archival and other data gathered from 1972 through 1977 were used. Preliminary results indicated that the diversion projects may be effective in achieving the objective. Arrest rates were found to be lower after diversion onset for the project areas, but not for the nonproject regions. (Author)

ED 177 412 CG 013 840

Horton, Robert W. Santogrossi, David A.

Mitigating the Impact of Televised Violence Through Concurrent Adult Commentary.

Pub Date-Aug 78

Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adults, *Aggression, *Behavior Patterns, *Children, Environmental Influences, Perception, Social Influences, *Television Viewing, *Violence

Identifiers- Help Seeking

The effects on 80 second- through fifth-grade boys and girls of three types of adult commentary (anti-aggressive, nonaggressive, neutral), presented during a violent TV show, were examined and compared to a nonviolent control film group. Subjects' latency in seeking responsible adult assistance when witnessing ''real'' aggression among other children was measured. In addition, a paper and pencil response hierarchy measure was employed to assess subjects' solutions to hypothetical conflict situations. Results indicated that antiaggressive and nonaggressive commentary subjects were faster in the summoning of help than were neutral commentary subjects. Neutral commentary children were significantly slower than control film subjects in summoning the experimenter. For the response hierarchy measure, the experimental groups did not differ significantly. (Author)

ED 177 413 CG 013 841

St. Pierre, Richard Eddy, James

Application of Behavioral Principles to the Control of Smoking Behavior.

Pub Date- 79
Note-9p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adults, *Behavioral Counseling, *Behavior Change, Behavior Patterns, *Counseling Programs, Guidelines, Models, *Positive Reinforcement, *Smoking

Guidelines for establishing behavior modification programs for smokers are discussed. The phases for dealing with this problem behavior are presented as: (1) identification of the specific behavior; (2) recognition of learned behavior and cues that stimulate the behavior; (3) establishment of positive reinforcement to strengthen new behavior, including self control procedures; and (4) methods for supporting and monitoring the new behavior. Key principles for reducing smoking behavior are summarized in the conclusion. (HLM)

ED 177 414 CG 013 842

Ladd, Laura Lynch, Michael

Building Support for Juvenile Diversion: A Case Study of the Memphis-Metro Youth Diversion Program.

National Office for Social Responsibility, Arlington, Va.
Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date-Jun 79
Contract-J-LEAA-008-77
Note-42p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Programs, Delinquency Prevention, *Delinquent Rehabilitation, Delinquents, Disadvantaged Youth, Justice, *Juvenile Courts. Models, *Program Effectiveness, Program Evaluation, *Youth Programs
Identifiers-*Diversion, *Tennessee (Memphis)

The juvenile diversion program, Special Emphasis Memphis-Metro Youth Diversion Project, is described. The following areas of concern are addressed: (1) the juvenile justice system in Memphis prior to diversion; (2) project philosophy and community support-building efforts; and (3) implementation efforts therough the juvenile court, community agencies, the public, the media, and the project advisory commission. Although geograhpically specific this program can serve as a model for similar projects dealing with juvenile diversion. (HLM)

ED 177 415 CG 013 843

Priesman, Ira

Third Party Payments: Alternative Funding Sources for Drug Abuse Treatment Programs. Trainer's Manual and Trainee's Handbook.

National Drug Abuse Center for Training and Resource Development, Gaithersburg, Md.

Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.

Report No.-NDACTRD79-123T

Pub Date-79

Contract-271-75-4018

Note-544p.; Appendix C, State Title XX Charts, will film marginally due to colored paper

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors-Counselors, *Drug Abuse, Drug Education, *Financial Support, *Fund Raising, *Inservice Programs, *Resources, Social Workers, *Training Techniques

Identifiers-*Third Party Payments

This set of materials is designed to provide helping professionals with sufficient understanding of third-party payment systems so they are able to determine the feasibility of obtaining reimbursement for service, identify potential third-party payers, assess implications of introducing a third-party payments system, and develop a plan for obtaining third-party reimbursement. The materials address the following areas of concern: background, key issues, third-party payers, confidentiality, administrative considerations, financial management, and project ISSA planning. Examples of workshop packet materials, flip charts, equipment needs, and references are included with the trainer's manual. (Author/HLM)

ED 177 416 CG 013 844

Waller, John D. And Others
Developing Useful Evaluation Capability: Lessons From the Model Evaluation Program.
Urban Inst., Washington, D.C.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Jun 79
Grant-77-NI-99-0022
Note-161p.; Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00798-8)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Community Agencies (Public), *Demonstration Projects, Efficiency, *Evaluation Methods, *Government (Administrative Body), *Grants, *Organizational Effectiveness, Program Effectiveness

The assessment of 12 model evaluation systems provides insight and guidance into their development for government managers and evaluators. The eight individual completed grants are documented in a series of case studies, while the synthesis of all the project experiences and results are summarized. There are things that evaluation systems can do and cannot do. Their success was gauged by: (1) degree to which helping agencies achieve their objectives; (2) identifying and meeting a real demand for evaluation information; and (3) continuing after grant

expiration. No site met the first criteria, but all save one site produced evaluation information and three of the eight tested systems were continued after grant expiration; however their long-term fate is uncertain. During the building of an evaluation capability phase, expectations and strategies often needed changing. Site characteristics, also, varied considerably. Many problems may be expected in implementation and operation of evaluation systems, including the fact that there are neither standard problems nor easy answers. (CS)

ED 177 417 CG 013 845

Lea, Robert

Grief Counseling for Survivors of Sudden Death (SOSD).

Marin County, Cal. Office of the Coroner.; Marin County Suicide Prevention Center, Cal.

Pub Date-12 May 79

Note-23p.; Best copy available; Paper presented at the Annual Meeting of the American Association of Suicidology (12th, Denver, Colorado, May 10-13, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Counseling Programs, *Death, *Grief, *Mental Health Programs, *Outreach Programs, Parents, *Peer Counseling, *Suicide, Widowed

Identifiers-*California (Marin County)

This paper describes a program of free, short-term, individual bereavement counseling for survivors of sudden death in Marin County, California. Co-sponsors are Marin Suicide Prevention Center and Marin County Coroner's Office. Most survivors are initially referred to the program by the coroner at the time of certifying cause of death, others are referred by third parties, and some are self-referred. Clients may not be in therapy, and the death may not have occurred more than a year prior to the referral. All known primary survivors are contacted through outreach calls during which the program is offerred. About one-third of those contacted accept. Of the 71 cases reported here, two-thirds involved violent deaths of which one-half were suicides. Counselors are volunteers working in pairs, who are trained and supervised by Marin Suicide Prevention Center. The program has been functioning for six years without funding, other than administrative support from sponsoring agencies. Observations indicate that the most willing to accept help are: (1) survivors of highly traumatic deaths; (2) unsuccessful suicide attempters; (3) female survivors grieving the loss of males; and (4) survivors who lose a spouse, lover or child. (Author/CKJ)

ED 177 418 CG 013 846

Sherman, A. Robert

Advancing Knowledge and Academic Skills with Fieldwork as the Catalyst.

Pub Date-Aug 78
Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academically Gifted, *Clinical Experience, *College Students, *Community Organizations, *Experiential Learning, *Field Experience Programs, Higher Education, Psychology, Seminars

It is hypothesized that the learning afforded by two kinds of educational experiences, standard coursework and volunteer fieldwork, can be enhanced considerably through their integration into a psychology fieldwork course which includes certain additional features designed to facilitate the synergistic process. These features include individualized reading, analytical writing, and multidimensional evaluation. The year-long course is open to approximately 15 superior senior psychology majors, and includes weekly classes, six hours of fieldwork, and progress reports which summarize experiences and critique individualized readings. Within this conceptual perspective, the fieldwork is seen as a catalyst in augmenting the intellectual challenges and academic benefits associated with other course activities, advancing further the student's knowledge and academic skills of inquiry, analysis, and communication. (Author/LS)

ED 177 419 CG 013 847

Sherman, A. Robert And Others

Behavioral Self-Management of Social-Effectiveness Skills: Assertion, and Involvement.

California Univ., Santa Barbara.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-Dec 77
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, *Behavior Change, College Students, *Fear, Habit Formation, Higher Education, *Interpersonal Competence, *Psychotherapy, Social Adjustment, *Social Behavior

A program of behavioral procedures for the self-management of social-effectiveness skills was evaluated within the context of a university course on principles of behavior self-modification. Sixteen students received training and direction in conducting seven-week self-modification projects focusing either on improving skills of interpersonal assertion or of social involvement, while 14 other students with comparable social-effectiveness goals represented controls whose projects focused instead either on improving habit responses or phobic reactions. Compared to control subjects, self-modification subjects showed substantially greater increases in social-effectiveness skills and decreases in interpersonal anxiety of behavioral and subjective measures Furthermore, the improvements evident at posttreatment were maintained according to follow-up assignments conducted 12 weeks later. These findings appear to support the efficacy of the behavioral self-management training approach for promoting social-effectiveness skills within the context of a college course. Further research is required to identify the effective components, to clarify the mechanisms involved, and to improve strategies for enhancing behavior change once the formal program is concluded. (Author)

ED 177 420 CG 013 848

Wilcox, Allison Hadley

Sex Differences in the Play Configurations of Pre-Adolescents: A Replication and Revision.

Pub Date-Mar 79

Note-18p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (25th, New Orleans, Louisiana, March 28-31, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) -

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Body Image, Imagination, Junior High Schools, Junior High School Students, *Personality Development, *Play, Psychometrics, *Sex Differences, *Sociocultural Patterns

Identifiers-*Preadolescents

Erikson found sex differences in the play configurations of pre-adolescents who were given a variety of toys and blocks. Wamback, Cramer and Hogan's replications of Erikson's work revealed that sex differences of this type lack sensitivity to inter-school variation among subjects, time or locality. Two possible alternatives to Erikson's hypothesis are toy preference and spatial ability. Their influence on Erikson's task was tested with 12 year-old boys and girls from private parochial schools in the Sarasota, Florida area. After spatial aptitude was measured, the sample was divided into two groups Replication and Plain Block. Replication'' followed Erikson's methodology exactly, and children were asked to build the scene from an exciting imaginary motion picture using a variety of toys and blocks. The second group was given the same task using only blocks. The configurations were photographed and judged for spatial function and frequency of usage of the various toys, using a revised version of Erikson's scoring system.

Replication'' results generally paralleled Erikson, but several differences in the Plain Block'' condition questioned Erikson's psychosexual interpretation. Six differences had very little effect on block building in any dependent variable categories. The presence of some factors posited to be social-cultural in nature, other than those originally discussed by Erikson, seemed most significant. Data were interpreted as consistent with Erikson's psychosocial theory and discussed from this perspective. (Author)

ED 177 421 CG 013 849

Svejda, Marilyn And Others

Mother-Infant Bonding Reconsidered: Some Recent Results.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Apr 79
Grant-5F31-NU05059-02; Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attachment Behavior, Behavior Patterns, Emotional Development, *Infants, *Interaction, *Interpersonal Relationship, *Mother Attitudes, Mothers, *Parent Child Relationship
Identifiers-*Nurturance

Despite recent widespread claims about the importance of early contact for facilitating mother-infant bonding, the effects of early contact have not been convincingly demonstrated. Methodological and procedural difficulties, contributing to a Hawthorne'' effect, may account for the pattern of inconsistent and unclear findings to date. The effects of early contact were examined using methodological features which included random assignment of mothers to infant contact conditions, procedures to minimize the effects of Specialness'' of extra contact mothers, checks to ensure equal staff time with all mothers, and data scores who were blind to group assignment of mothers. Fifteen healthy primiparous mothers had their infants one hour at delivery and ninety minutes at each feeding; fifteen received the usual hospital routine brief contact at delivery and thirty minutes at each feeding. No differences in maternal behavior were obtained using data from 28 discrete response measures, using pooled indicies of maternal response measures, or assessing maternal responsiveness as a function of infant state. Other factors appear to be more important than early contact socioeconomic level, prenatal instruction, and social support systems. (Author)

ED 177 422 CG 013 850

Brooks, Loren E. And Others
Environmental Correlates in Youth Care.
Boys Town, Neb.
Pub Date-Aug 78
Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Welfare, Elementary Secondary Education, *Environmental Influences, *Foster Homes, Group Experience, *Institutional Environment, Instructional Staff, Personality Problems, Social Factors, Special Schools, Teachers, *Youth, Youth Programs
Identifiers-*Boys Town, *Community Oriented Programs Environment Scale

In an attempt to replicate and extend previous research, the Community Oriented Programs Environment Scale (COPES) was administered over a two-year period to youths residing at Boys Town. Each administration provided further replication for the previous one. The youths lived in family-style'' homes with Family-Teachers. The results of the study were threefold. Firstly, satisfaction with global environment related minimally to a specific environment's social climate. Secondly, satisfaction with a specific environment positively related to all relationship dimensions, as well as to the amount of autonomy, order and organization, and program clarity encouraged in the environment. While these results replicated findings reported previously in other environments, a positive relationship between personal problem orientation and satisfaction with a specific environment was not consistently replicated. Other consistent relationships found between satisfaction with the specific environment and that enviornment's social climate included a positive relationship with practical orientation and a negative relationship with anger and aggression. Finally, social climate did not consistently correlate with any respondent background variables tested, although the number of months the youths lived with their Family-Teachers related to many social climate variables in one administration. Appended tables support these findings. Implications for youth care are discussed. (Author)

ED 177 423 CG 013 851

Ryan, Charles W. Drummond, Robert J.
Preliminary Evaluation Report MOICC: Guidance Information System.
Maine Univ., Orono.
Spons Agency-Maine State Employment and Training Council, Augusta.
Pub Date-Jul 79
Note-81p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Exploration, Career Planning, *Computer Oriented Programs, Counselor Role, Educational Technology, Guidance Services, *Occupational Information, *Program Evaluation, School Services, Secondary Education, *Secondary School Students, *Student Needs
Identifiers-*Maine

Preliminary results of an evaluation conducted by the Center for Career Education for the Maine Occupational Information Coordinating Committee (MOICC) are presented. This evaluation focuses on the impact of the Guidance Information System (GIS), a computer information system, developed by MOICC. Data indicate that GIS has had an impact on career awareness of its users, on goal setting and in decision making skills. It has little impact on self-awareness, a function not built into the files. Agency users have better knowledge of job-keeping skills than public school users. Many students were confused with the operation and use of the system, and counselors should be more available to help students. The computer is not an accepted or valuable tool for all students. Alternatives to the GIS need to be developed. Data suggest a more precise strategy is needed to introduce potential users to GIS. Student needs, counselor role and curriculum needs in public schools were considered. (BEF)

ED 177 424 CG 013 852

Hannaford, Mary Joe
Counselors Under Construction.
Pub Date-79
Note-93p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Autoinstructional Programs, *Counselor Characteristics, *Counselor Role, *Counselors, Elementary School Guidance, *Elementary Secondary Education, *Guidance Counseling, Guidance Personnel, Program Development, Self Concept, Skill Development
Identifiers-*School Counselors

This book is prepared for school counselors, kindergarten through high school. Most ideas can be applied to elementary, middle or high school counselors, although some have specific age levels. The ideas are designed to suggest ways to become a ``real'' counselor in a school setting. Chapters include developing a counselor's self-image in all areas of counseling, student relationships and administrative capacities. Also stressed is developing outreach skills and rapport with teachers, specialists, students, and others. Appearance and professional image are also stressed. Programming methods and public relations tips are outlined. A final note to principals on how this book is useful to their counseling staff concludes this guide. This is hand printed in oversized lettering, with illustrations. (BEF)

Thornburg, Hershel D.
Adolescent Attitudes Toward Working Women.
Pub Date-16 Apr 79
Note-11p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Las Vegas, Nevada, April 16-19, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, *Career Choice, College Students, *Females, Higher Education, Parent Child Relationship, Parent Influence, *Role Perception, *Sex Stereotypes, *Social Attitudes, *Working Women

Attitudes females have toward women's roles and working mothers are examined. Data collected from juniors and senior college students in education reveal the following: college females continue to hold traditional views of women, and a need exists to increase the perception among adolescent females of changing sex roles and opportunities in contemporary society. A non-sexist point of view of career development is presented and recommended as a positive position for professionals and parents to advocate and model. Survey questions and responses are appended. (BEF)

ED 177 426 CG 013 855

Gumbiner, Jann And Others

Relations of Classroom Structures and Teacher Behaviors to Social Orientation, Self-Esteem, and Classroom Climate Among Anglo American and Mexican American Children.

Pub Date-79

Note-34p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anglo Americans, *Children, *Classroom Environment, Classroom Research, Cultural Background, Elementary Education, *Mexican Americans, Self Esteem, Social Differences, *Socialization, Student Teacher Relationship, *Teacher Behavior, Teachers

Two social trends are affecting the way in which children particularly those of different ethnic groups become socialized: children are spending less time with parents and more in day care centers and schools, and desegregation alters normal patterns of peer relationships. Since classroom behavior is affected by antecedent social behaviors, a group of children were examined along several variables. Classroom goal structure and teacher behaviors were explored in relation to cooperative, competitive, and individualistic social orientation, self-esteem, and classroom climate, among Mexican American and Anglo American children. Teachers were systematically observed in their classrooms and children (77 Anglo, 30 Mexican American, aged 7-11) were tested on the Social Orientation Choice Card, Rosenberg's Self-Esteem Scale, and Anderson's My Class Inventory. Results indicate that: (1) teachers infrequently used competitive goal structures; (2) teacher behaviors and goal structures were related to social orientation and self-esteem of children in a culturally relative pattern; and (3) teacher behaviors were significantly related to positive classroom climates for both cultural groups. The cultural relativity of the interrelations among the school and child variables, and the possible antecedents of social orientation, and implications for desegregation are discussed. (Author/CKJ)

ED 177 427 CG 013 856

Haber, Paul A. L.

Our Future Selves: A Research Plan Toward Understanding Aging. Report on the Panel on Research on Human Services and Delivery Systems.

National Inst. on Aging (DHEW/PHS), Bethesda, Md.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Report No.-NIH-78-1443

Pub Date- 78

Note-29p.; For related documents see CG 013 857 and ED 147 667

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Ancillary Services, *Delivery Systems, Gerontology, *Government Role, Health Services, *Human Services, *Needs, *Older Adults, Outreach Programs, *Research Needs, Resource Allocations, Welfare Services

The elderly rely heavily on health and welfare resources. Human services delivery system, programs either provide income and surrogate things (such as food, shelter, transportation, education, health care) or develop social roles (personal identity, employment, interpersonal relationships, independence). Generalizations and findings from research done on human services and delivery systems review such categories as cultural factors, religion and ethics, health, nutrition, physical environment, transportation, social services, communication, legal services, education, recreation, civic participation, commerce, employment and economic support. (BEF)

ED 177 428 CG 013 857

Neugarten, Bernice L. Maddox, George L.

Our Future Selves: A Research Plan Toward Understanding Aging. Report of the Panel on Behavioral and Social Sciences Research.

National Inst. on Aging (DHEW/PHS), Bethesda, Md.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Report No.-NIH-78-1444

Pub Date- 78

Note-35p.; For related documents see CG 013 856 and ED 147 667

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Age, *Behavioral Science Research, Biological Influences, Demography, Gerontology, Individual Characteristics, *Older Adults, Senior Citizens, *Social Indicators, *Social Science Research, Sociocultural Patterns

This report calls attention to those areas of research on aging in the behavioral and social sciences that have promise for both short-run and long-term. It looks at the societal context for aging, at processes of aging in the individual, and, finally, at the older person in the context of various social institutions. The societal context examines changing demographic and social characteristics, age, and organization of society and sociocultural context. The second section on aging is concerned with the biological as well as psychological processes of aging issues requiring expanded research efforts if future social policies are to be well conceived. (Author/BEF)

ED 177 429 CG 013 858

Occupational Therapy: Law, Rules, Information. Handbook 1, Professional Education.

New York State Education Dept., Albany.

Pub Date-1 Oct 78

Note-40p.

Pub Type- Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Certification, Credentials, *Educational Legislation, Models, *Occupational Therapists, Occupational Therapy, *Occupational Therapy Assistants, Professional Education, *State Licensing Boards

Identifiers-*New York

This handbook contains sections of the Education Law of New York State which governs the licensure of occupational therapists and the practice of occupational therapy, with selected sections of the Rules of the Board of Regents and the Regulations of the Commissioner of Education which apply to occupational therapy. A short introduction to practice in New York State includes requirements for permits, registration, and assistantships. Although geographically specific, these guidelines can serve as a model elsewhere for the development of rules and regulations governing the practice of occupational therapists. (Author/BEF)

ED 177 430 CG 013 867

Mitchell, Lonnie E.

National Institute on Drug Abuse Training Grants Directory.

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-ADM-79-285
Pub Date-Apr 79
Note-27p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Demonstration Projects, *Drug Abuse, *Federal Aid, Fellowships, *Financial Support, *Grants
Identifiers-*Federal Role

This catalog lists for individuals, universities and colleges, and Single State Agency directors training grants supported by the National Institute on Drug Abuse. The four different types of grants described are developmental, career teacher, individual fellowship, and institutional research training grants. Each section is divided alphabetically by state. Because the training grants are a component of the National Manpower and Training System (NMTS), the first half of the directory is a description of NMTS in order to place the grants in their proper context. The NMTS description provides an historical perspective, including the system's development and structure, and its activities in the Manpower Training Branch, National Drug Abuse Center, Regional Support Centers, State Training Support Program, Career Development Centers, Health Professions Education Program, Developmental Training Grants Program, Research Fellows Training Grants Program, Federal Agency Manpower Training Group, and contracted services. (Author)

ED 177 431 CG 013 868

Guidance Services in Adult Education Programs; A Leadership Monograph.
California State Dept. of Education, Sacramento. Bureau of Adult Education.
Pub Date-79
Note-22p.
Available from-Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.25)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, Community Organizations, Confidentiality, *Counselor Role, Group Dynamics, *Guidance Personnel, *Individual Development, Job Placement, Needs Assessment, Recruitment, *Student Development

This guide provides an in-depth description of guidance and counseling as they relate to adult education. One major theme stressed is that guidance is an integral part of adult education, serving students by facilitating their learning and self-fulfillment. Topics covered are the concept of guidance within adult education and the adult education counselor's attributes, training and experience; the support staff which assists the guidance counselor administrators, teachers, paraprofessionals, peer counselors, and the clerical staff; and staff development. The actual scope of services includes the counselor's role in student recruitment, consideration of the student's needs, record security and confidentiality, group dynamics, information services, relationships with other school personnel, job placement services, community agencies and referral resources, and actual student advocacy. Research and evaluation, including the related topic of needs assessment, are also examined. (LS)

ED 177 432 CG 013 869

Teaching About Sexually Transmitted Diseases; A Curriculum Guide and Resources For Grades 7-12.

California State Dept. of Education, Sacramento.
Pub Date-79
Note-102p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.65)

Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Communicable Diseases, Discussion Programs, *Disease Control, *Health Education, High School Students, Secondary Education, Secondary School Teachers, *Sex Education, Teacher Role, *Venereal Diseases

This curriculum guide provides school districts that already have VD education programs with up-to-date information about research and epidemiology relating to sexually transmitted diseases. For districts wishing to implement a program for the first time, it offers both a structured framework and the resources and materials needed for a complete five-day unit. The guide provides teachers with materials and ideas they can use immediately in the classroom, and includes a rationale and structure for teaching about sexually transmitted diseases. The step-by-step, five-day unit contains lesson plans, a variety of learning activities, and student worksheets that can be duplicated or displayed in the classroom. The unit can be followed in detail or viewed as a series of suggestions. Teachers can use the worksheets and learning activities exactly as presented, modify them, or develop additional activities and materials on their own. If possible, the unit should be included as part of a comprehensive health education program. However this guide is used, its purpose is to provide teachers with options and new possibilities for teaching about sexually transmitted diseases. In addition to syphilis and gonorrhea, many other diseases and related problems are discussed. (Author)

ED 177 433 CG 013 870

Hoffman, Florence Perkell

Effects of a Youth Culture on Feelings and Attitudes of the Middle Woman.

Pub Date-Dec 78

Note-136p.; Tables 9-19 and Appendices A-E are of marginal legibility; Ph.D. Dissertation, Walden University

Pub Type- Dissertations/Theses (040)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Adults, *Age Differences, *Changing Attitudes, Cultural Factors, *Females, Mass Media, *Middle Aged, Sex Discrimination, Socioeconomic Influences, Technical Reports, *Youth

To determine the relationship between attitudes and feelings of the middle woman, aged 35-55, and the present youth culture, both intrapsychic factors and environmental conditioning, as well as historic/cultural reasons were examined, using an attitudinal survey, administered to a sample population of middle to upper class suburban women. Categories explored were the mass communications media and advertising, the physical aging process, and sexism in socio-economic, sexual and cultural roles. Responses from ``strongly agree'' to ``strongly disagree'' were tabulated. Variables of age and marital and work status were cross tabulated with selected attitudinal responses. Results indicated that middle-year women had definite feelings and attitudes in direct relationship to a culture which they viewed as youth oriented. Respondents, regardless of age, status, or occupation, expressed the need for recognition and acceptance of their experience, knowledge and physical appearance. However, there was ambivalence in their desire to look young in order to maintain social, sexual, and economic opportunities. They attitudinally and behaviorally reacted to a youth oriented phenomenon in a society that afforded the young adult the greatest advantage in the life cycle. (Author/CKJ)

ED 177 434 CG 013 871

Perlmutter, Kenneth B.

The Effects of Behavior Rehearsal, a Discussion Group, and a Social Skills Training Manual on the Acquisition of Social Skills in College Males.

Pub Date- 78

Note-7p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (25th, New Orleans, Louisiana, March 28-31, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anxiety, Behavior Change, *Behavior Patterns, College Students, *Dating (Social), Interaction Process Analysis, *Interpersonal Relationship, *Males, Methods, Self Control, *Skill Development, *Social Behavior

The effects of a training manual designed to decrease dating discomfort and increase social skills were investigated. Males (n 22) who saw themselves as socially anxious and lacking in social and dating skills volunteered to take part in a program designed to increase dating frequency, communication skills, and comfort in male-female interactions. The subjects were placed in one of three treatment groups (Behavior Rehearsal, Discussion, or Training Manual Only) or a Control group. All treatment groups received the Social Interaction Training Manual which provides information on basic communication skills and appropriate dating behaviors. Both the Behavior Rehearsal and Dsicussion groups met for four weekly sessions of 90 minutes each, with a male leader and female assistant. The Behavior Rehearsal group members enacted role play interactions with the female assistant, whereas the Discussion group did no role playing. The Manual Only group received the Manual but did not meet and had no contact with the experimental personnel. Results indicated that the Discussion group increased on all three indices while the Behavior Rehearsal group increased only in their level of comfort. Neither the Manual or Control group improved on any of the indices. Results suggest that the Manual combined with discussion and/or behavior rehearsal can produce change in minimally dating males. (Author)

ED 177 435 CG 013 872

Whitson, Karin S. And Others

Urban CETA-Based Guidance Services.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jan 79

Contract-300780032

Note-191p.

Pub Type- Reports - General (140)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Adult Education, Adults, *Delivery Systems, *Guidance Services, *Interagency Cooperation, Post Secondary Education, Program Design, Program Planning, *Underemployed, *Unemployed

Identifiers-*Comprehensive Employment and Training Act

These materials are designed to provide a framework for the planning of guidance services for underemployed and unemployed urban adults. Part 1 contains research results, literature reviews and case study site visit reports which were conducted as segments of the study on urban CETA-based guidance services. Part 2 examines the role of cooperative relationships among agencies such as the National Alliance of Business, the U.S. Department of Labor and the U.S. Office of Education in improving the delivery of guidance services to CETA participants. Part 3 focuses on the service components of an adult guidance model including intake and assessment, the importance of information accuracy and depth, career guidance techniques, placement and referral, and peer counseling. The appendices contain a review of CETA and Youth and Employment Demonstration Project Act legislation as well as an annotated bibliography of resources for program planning and implementaion. (Author/HLM)

ED 177 436 CG 013 873

McSweeny, A. John Trout, Barbara A.

Predicting Treatment Outcome Through Profile Analysis of the Jesness Behavior Checklist.

Pub Date-Jun 79

Note-13p.; Paper presented at the Annual Convention of the Association for Behavior Analysis: International Organization (5th, Dearborn, Michigan, June 16-19, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Rating Scales, *Camping, Diagnostic Tests, *Interpersonal Competence, *Profile Evaluation, Self Evaluation, Social Attitudes, *Social Behavior, *Youth, Youth Programs

Identifiers-*Jesness Inventory

Profile analyses of social behavior exhibited shortly after entry were conducted to determine whether youths who successfully completed a program at a wilderness camp exhibited patterns of behavior which were different than those from youths who did not complete the program. Successful youths were found to have significantly greater scatter in their profiles and greater elevations on one of the behavior checklist categories used by counselors. A discriminant function analysis indicated that 78% of the youths could be correctly identified as successes or failures when a combination of profile level, scatter and the relative elevations (shape) of four behavior categories were used as predictors. Self-ratings of behavior were not found to have the utility for predictive purposes that counselor ratings did. (Author)

ED 177 437 CG 013 874

Sidera, Joseph A. And Others

Self-Schemata and the Processing of Attitudinal Information.

Pub Date-4 May 79
Note-10p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Abortions, *Cognitive Style, *Information Processing, Learning Processes, Memory, *Persuasive Discourse, Psychological Patterns, Recall (Psychological), Religious Factors, *Self Congruence, *Social Attitudes

A two-session experiment was conducted to test the relationship of self-schemata to the processing of attitudinal information. In Session I, subjects were classified as either Religious (n 20) or Legal (n 19) in their schemata, using weighted response times to personality trait words on slides. In Session II, these subjects heard one of four tapes. Two Topics (Capital Punishment and Abortion) were crossed with two Message Perspectives (Religious and Legal) to produce these tapes. After listening to the message, subjects rated the message's persuasiveness, listed their thoughts during the tape, and responded to a surprise memory recognition test. As predicted, individuals whose self-schemata were congruent with the message perspective found the tapes more persuasive. This effect was strongest for the topic of Capital Punishment. Only when the topic was Capital Punishment did the same Schema x Message Perspective interaction result in (a) more thoughts listed, (b) greater reliance upon the content of the message, and (c) more topic-relevant thoughts. Biased recall of unpresented, but schema-related, arguments was not found. Two theoretical models for explaining the data are discussed. (Author)

ED 177 438 CG 013 875

Shorr, Susan I. Jason, Leonard A.

A Comparison of Mens' and Womens' Consciousness-Raising Groups.

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Emotional Experience, *Group Dynamics, Group Therapy, *Peer Influence, *Self Actualization, *Sex Differences, *Social Development, Womens Studies

Identifiers-*Consciousness Raising Groups

The nature and function of consciousness-raising (CR) groups for men and women were analyzed. Questionnaires were filled out by 61 individuals representing 10 CR groups. There were no significant differences between sexes in terms of rankings for services rendered by the CR groups, suggesting that consciousness-raising groups for men and women may be more alike than different. Combining sexes, it was found that emotional support was rated significantly higher than socio-political change and behavior change/advice. CR participants appear to be more concerned with the fulfillment of emotional and social needs in their groups and less concerned with behavioral and political change. (Author/PJC)

ED 177 439 CG 013 876

Malouf, Roberta E.

Social Bases of Power in Single and Two-Parent Families.

Pub Date-Apr 79
Note-46p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents, Family (Sociological Unit), Family Structure, *Interaction Process Analysis, *Mothers, Nuclear Family, *One Parent Family, *Parent Child Relationship, Parent Education, *Power Structure, Sex Differences

The ways single mothers and their adolescent children attempt to influence each other as compared with the patterns observed in two-parent families were studied in order to add to the conceptual understanding of the similarities and differences between single- and two-parent families. Verbal interaction of 60 parent-adolescent dyads was observed. Dyads were 20 single mother-, 20 married mother-, and 20 married father-adolescent dyads, with equal numbers of sons and daughters within each group. Using a revealed differences task, each dyad met to discuss five issues on which they had disagreed. All issues dealt with the extent to which adolescents could make decisions without the participation of their parents. Single mothers and their daughters engaged in more persuasion and more coercion than did the other parent-adolescent groups. Single mothers won less often than did married mothers and fathers, and single mothers relied less on intrafamilial power than did married parents. Married mothers talked more with sons and married fathers talked more with daughters, but no differences were obtained for single mothers with their sons and daughters. The data suggest that successful single parents accommodate to the absence of one parent by interpersonally neutering themselves to their children a finding relevant in light of the importance of cross-sex identification in normal development of adolescents. (Author/PJC)

Atkinson, Karla

Eliminating Sex-Role Stereotyping in Vocational Education: A Bibliography of Suggested Resources for Understanding and Building Sex Equity Into Secondary Vocational Education Programs.

Western Michigan Univ., Kalamazoo.
Spons Agency-Michigan State Dept. of Education, Lansing.
Pub Date-Apr 79
Contract-110-31-6151
Note-56p.; For related documents see ED 173 553 and ED 173 558
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Education, Equal Education, *Equal Opportunities (Jobs), *Females, Job Development, Resource Materials, Secondary Education, Sex Discrimination, *Sex Stereotypes, *Vocational Education, *Womens Studies

The suggested resources in this bibliography are divided into sections. Section One provides resources which can assist educators in a variety of ways to facilitate equal opportunity in secondary vocational education programs. Section Two offers resources which provide a theoretical understanding of sex-role stereotyping and its implications for schools, staff, and students. Section Three is a listing of state and national projects which have undertaken to reduce sex-role stereotyping in vocational/career education. Section Four provides a list of references for more general reading on the issue of sex-role stereotyping as it affects vocational education programs, goals and objectives. Section Five includes resources which educators can use with students to encourage more non-biased career and vocational choice. Each section is introduced with a narrative that summarizes the content of the section. (Author)

Grzybala, Henry S.
A Projective Technique for Career Counseling.

Pub Date-77
Note-226p.; Pictures may photograph marginally; Ed.D. Dissertation, University of Sarasota, Florida
Pub Type- Dissertations/Theses (040) - Guides - General (050)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Adults, *Career Choice, *Counselor Role, Employment Counselors, Occupational Choice, *Occupational Guidance, *Photographs, Pictorial Stimuli, Secondary Education, *Secondary School Students, Technical Reports, Vocational Counseling

A photographic projective occupational survey was employed as an occupational interest and career related data-gathering device. The major assumption underlying the development of the new instrument is that, when asked to respond to a visual stimulus, usually in the form of a design, drawing, or pictorial representation, the subject will respond to a series of instructions put to him in terms of his own perceptions of what he sees. In reality, the subject expresses his own needs, anxieties, fears, motives, goals, and aspirations in his responses. This projective survey was used to produce perceptions that could be useful in career planning situations. Thirty-one occupationally related photographs, representing seven major career fields and three occupational levels, were used. Subjects were asked to view each photograph and to relate what was going on and what led up to it, how the employee in the photograph felt about his job, and how it was going to turn out. Three random samples, each of 11th and 12th graders and adults, were selected as subjects for the study. A committee of professional judges compared the interpreted protocol career fields interests with the students' expressed and measured interests and with adults' present or intended career field choices. Statistical analyses revealed that high school protocol interests did not correspond with expressed and measured interests to a significant degree. However, in spite of these differences, a substantial number of successes were achieved. The analysis of adult results revealed an 80% agreement between protocol interpretations and present or intended employment. The judges felt that the survey responses provided important career related material that could be valuable in career decision making. (Author/PJC)

ED 177 442 CG 013 879

The Use of Family Therapy in Drug Abuse Treatment: A National Survey. Services Research Report.

George Washington Univ. Medical Center, Washington, D.C.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.
Report No.-ADM-78-622
Pub Date-78
Grant-NIDA-H81-DA-01478
Note-16p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (017-024-00704-8)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Agencies, *Drug Abuse, *Family Counseling, Questionnaires, *Rehabilitation Counseling, *Therapists, *Therapy

A survey sought to determine the nature and extent of family therapy practiced in treatment and rehabilitation agencies serving drug abuse clients. Questionnaire responses to a three-phase study were on a voluntary basis. Phase I, with a 60% response rate, gathered information on the number of drug abuse treatment agencies providing family services. Phase II obtained indepth information on types of facilities that treat families, roles and techniques of family therapy, demographic characteristics of the treatment populations, and staff profiles. The Phase II response rate was 36%. Phase III evaluated 36 sites at 8 different locations in the country through questionnaires distributed to administrators, family therapists, agency directors and students, if available. Primary issues raised in Phase III were that, although therapists treated complete families, they received census credit for only one family member, and that there is a need for comprehensive training programs for family drug therapists. (Author/BMW)

ED 177 443 CG 013 880

Alternatives for Young Americans: A Catalog of Drug Abuse Prevention Programs.

Applied Management Sciences, Inc., Silver Spring, Md.; Chinese Culture Foundation, San Francisco, Calif.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.
Report No.-ADM-78-691
Pub Date-79
Contract-271-77-4517; NIDA-45-74-148
Note-357p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (017-024-00855-9)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Adolescents, *Drug Abuse, *Drug Education, National Programs, *Prevention, Program Descriptions, State Programs, Validated Programs, Youth, *Youth Programs

This reference book contains resumes of program descriptions geared toward youth and adults who need or want information on drug abuse prevention programs, locally or nationally. Several major entries include: (1) national program models; (2) evaluated alternative programs from all states; and (3) descriptions of prevention programs. All section entries are identified by state, and listed alphabetically according to program title. Each entry conveys the following information to the user: program name entry; address; phone number and hours available of the contact person; and the general program description. Unique features and/or operational instruments are offered as supplementary material whenever necessary. (Author/BMW)

ED 177 444 CG 013 881

The Aging Process and Psychoactive Drug Use. Services Research Monograph Series.

Stanford Research Inst., Menlo Park, Calif.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.
Pub Date-79
Contract-271-75-1140
Note-97p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (017-024-00866-4); Best copy available
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Drug Abuse, *Geriatrics, *Gerontology, *Older Adults, *Physiology
Identifiers-*Aging

This three-phase literature review focusses on the dangers of drug misuse or abuse by the elderly, and seeks to assist in the development of prevention and treatment strategies. The first phase focusses on the aging process and psychoactive drug use in clinical treatment. The second phase identifies and synthesizes information on the patterns of psychoactive drug use by the elderly. The final phase identifies operating programs established to prevent and/or treat the problems created by drug misuse or abuse by the elderly. Each section includes a reference list targeted to its focus. (Author/BMW)

ED 177 445 CG 013 883

Mehnert, Irene

A Handbook for Juveniles and Parents on Maine's Juvenile Justice System.

Maine Univ., Orono. Coll. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-2 Feb 79

Note-45p.; Charts may not reproduce clearly

Pub Type- Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Advocacy, *Juvenile Courts, *Parent Child Relationship, *Professional Personnel, *State Legislation, State Programs, Youth

Identifiers-*Maine

This guide explains Maine's juvenile justice system so that juveniles and/or their parents can know what to expect or what to do in a situation involving juveniles, public officials and the law. Although it is geographically specific, it could serve as a model to other states. The booklet can serve as a checklist to make sure law enforcement officers, intake workers, attorneys, judges and other public officials are doing what is legally required of them. The sections focus on: (1) the people and terms which make up the juvenile justice system; (2) how these people work together; (3) a checklist of Constitutional and other rights of the juvenile and parent; and (4) special cases. (Author/BMW)

ED 177 446 CG 013 884

Erpenbach, William J., Ed.
Guidelines For Pupil Services. Volume 17, Number 1, Spring 1979.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
Pub Date-79
Note-35p.
Journal Cit-Guidelines for Pupil Services; v17 n1 Spr 1979
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Competence, *Counselor Evaluation, *Counselor Performance, Counselors, Elementary Secondary Education, *Evaluation Criteria, *Pupil Personnel Services
Identifiers-*Wisconsin

This guide offers articles giving advice and information about pupil services. It serves to blend theory and practice in reporting on promising practices in the pupil services disciplines in Wisconsin. Material and suggestions are adaptable elsewhere, and serve to stimulate professional activity in the pupil services field. Major articles focus on counselor competencies, counseling effectiveness, pupil personnel committee meetings, cognitive development theory and promoting wellness in schools. (Author/BMW)

ED 177 447 CG 013 885

Chitayat, Deanna And Others

Sex Equity in Self-Views, in School Practices, in Career Counseling: Leader's Guide and Participant Workbook.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Pub Date-Oct 78
Grant-VEA-78-3F-191-SB
Note-150p.; Best copy available
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Personnel, Administrator Role, *Career Choice, Career Development, Counselor Role, *Discriminatory Attitudes (Social), *Discriminatory Legislation, *Leadership, *Legislation, Secondary Education, Secondary School Counselors, *Sex Fairness, *Vocational Counseling, Workshops

This guide is designed to help leaders responsible for conducting sex equity workshops achieve maximum effectiveness from the workshop materials and the participant workbook, also contained in this guide. Participant materials are designed primarly for secondary school counselors and administrators who are either directly or indirectly concerned with students making career decisions. The Leader's Guide provides suggestions, time structures, guidelines and preparation information. The Participant Workbook addresses the following areas of concern: (1) examining personal views on sex fairness; (2) understanding sex equity legislation; and (3) developing strategies for sex-fair career counseling. (Author/HLM)

ED 177 448 CG 013 886

Link, William E. And Others
Drugs in Perspective: Trainer's Manual and Resource Manual.
National Drug Abuse Center for Training and Resource Development, Gaithersburg, Md.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.
Report No.-NDACTRD-79-051P; NDACTRD-79-053T
Pub Date-79
Contract-271-75-4018; 271-78-4600
Note-874p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Resource Manual Stock Number 1724-00344)
Pub Type- Guides - General (050)
EDRS Price - MF06/PC35 Plus Postage.
Descriptors-*Counseling Programs, Counselors, *Drug Abuse, *Drug Education, *Educational Programs, Medical Treatment, *Prevention, *Training Techniques

This manual is designed to train those helping professionals working with youth overseas, military personnel, and community service organizations in the area of drug abuse prevention and treatment. The resource modules focus on the following areas of concern: (1) introduction to prevention and treatment; (2) perspectives on substance use and abuse; (3) social and historical contexts for understanding American substance abuse; (4) substance actions; (5) understanding the phenomenon of substance abuse; (6) treatment approaches; (7) prevention approaches and strategies; and (8) closure and evaluation. The trainer's manual provides guidelines and suggestions for lectures, demonstrations, guided group discussions, task group exercises, and optional reading assignments. (Author/HLM)

ED 177 449 CG 013 888

Erpenbach, William J., Ed.

Guidelines For Pupil Services. Volume 16, Number 3. Fall, 1978.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Report No.-WSDPI-Bull-8369

Pub Date-78

Note-39p.

Pub Type- Collected Works - Serials (022) - Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Programs, Elementary Secondary Education, *Guidance Programs, *Learning Disabilities, *Professional Personnel, *Pupil Personnel Services, *Role Theory, School Personnel, *School Services

Identifiers-*Wisconsin

This issue presents guidelines for pupil services by blending theory and practice. It reports on promising practices in pupil services disciplines in Wisconsin and stimulates professional activity in the field. Articles address guidance programs, learning disability services and self-concept through media production, and include a review of the work of Jack Canfield in the area of self-acceptance. An index to volume 16 of this publication concludes this issue. (BEF)

ED 177 450 CG 013 889

Bonosaro, Carol A. And Others

Battered Women: Issues of Public Policy. A Consultation Sponsored by the United States Commission on Civil Rights (Washington, D.C., January 30-31, 1978)

Commission on Civil Rights, Washington, D.C.
Pub Date-30 Jan 78
Note-715p.; Small tables may be marginally legible
Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)
EDRS Price - MF04/PC29 Plus Postage.
Descriptors-*Civil Rights Legislation, *Family Problems, *Family Relationship, *Females, Interpersonal Relationship, Legal Responsibility, Marital Instability, *Public Policy, Social Responsibility, Spouses, *Violence
Identifiers-*Battered Women

This collection of materials represents testimony given before the United States Commission on Civil Rights in Washington, D.C., on January 30-31, 1978, dealing with the problems of battered women. The statements, made by psychologists, sociologists, state and federal officials, legal and community services directors, police officials, and social workers, address the following areas of concern: (1) government intervention practices and policies, (2) police practices and policies, (3) statutory reform, (4) court diversion, (5) support services, (6) long-term needs of battered wives, and (7) causes and treatment of wife abuse. The appendices contain resources on and for battered wives, state and federal legislative statutes and unsolicited papers. (Author/HLM)

ED 177 451 CG 013 890

Bell, Margaret E. And Others

Attitudes Toward Changing Economic and Social Roles for Women.

Pub Date- 79

Note-12p.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attitudes, Economic Factors, Economic Status, *Females, Graduate Students, Promotion (Occupational), *Racial Differences, *Role Perception, *Sex Discrimination, *Social Attitudes, Social Change, Social Mobility, Southern Attitudes

Attitudinal factors that hinder the economic and social advancement of women were investigated. Graduate students between the ages of 20 and 50 and enrolled in two southern institutions of higher learning were administered the Dolly-Bell Sex Discrimination Scale: Social and Economic Factors. Results indicate that sex discrimination is determined by a variety of factors. Prejudicial attitudes toward women are indicative of the threat perceived by subgroups in the population. No subgroup strongly disagreed with encouraging little girls to be assertive. However, males, particularly black males, reacted strongly to items indicating the independence or supervisory ability of women. Results suggest that efforts to combat attitudes hindering economic advancement of women should be designed for the particular subgroup and should deal with the threat perceived as a result of economic role change for women. (Author/BEF)

ED 177 452 CG 013 891

Mor, Vincent And Others

Elderly Chronic Mental Patients: Is the Community Ready for Them?

Hebrew Rehabilitation Center for Aged, Boston, Mass.; Rhode Island State Div. of Mental Retardation, Providence.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-16 Nov 78
Contract-278-76-0019(MT)
Note-19p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978) ; Charts may be marginally legible
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Health Services, Community Support, Gerontology, Helping Relationship, *Medical Care Evaluation, Medical Services, *Mental Health Clinics, *Older Adults, *Patients (Persons), *Social Services
Identifiers-*Rhode Island

As a part of the plan for Mental Health Manpower development for the State of Rhode Island (Department of Social Gerontological Research), a patient assessment survey of a random sample of the interviewable patients at the Institute of Mental Health Centers (CMHCs) in Rhode Island was conducted by the Hebrew Rehabilitation Center for Aged (HRCA). Analysis of the two samples separately using a multivariate clustering methodology with a clinical review revealed two distinct typologies, with no overlap in the types of clients found across the two samples. Among in-patients, 70% or six of the 10 types were judged able to return to the community, given needed supports. Among CMHC clients, less than 10% were over age 60, only 30% had ever been hospitalized, and only four of the 10 client types (27% of the sample) were judged vulnerable for future hospitalization. A separate survey of CMHC and IMH staff revealed that not only are CMHCs not serving chronic elderly patients, but that they are not currently performing the necessary tasks to effect the planned deinstitutionalization of such IMH patients. (Author)

ED 177 453 CG 013 892

Austin, Gregory A., Ed. And Others
Research Issues Update, 1978; Research Issues 22.
Documentation Associates, Los Angeles, Calif.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Pub Date-78
Contract-271-75-3071
Note-319p.; For related documents see CG 013 893-94
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Stock Number 017-024-00876-1)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Adults, *Behavior Patterns, *Drug Abuse, *Family Problems, *Psychological Studies, *Psychopathology, Research Methodology, Resource Materials, *Social Attitudes

This collection of resources contains abstracts of selected research studies and theoretical expositions dealing with psychosocial aspects of drug use, culled from professional literature published between 1974 and 1977. The 13 topics covered in this survey include: sex, pregnancy, attitude change, family/peer influences, employment, crime, criminal justice, cocaine, personality, psychopathology, and driving. Each reference is outlined by a chart in terms of the drug used, sample size and type, age, sex, ethnicity, geographical area, methodology, data collection instrument, dates conducted, and number of bibliographic references. Further details are provided in statements focusing on the purpose, methodology, results, and conclusions of the research. (Author/HLM)

ED 177 454 CG 013 893

Austin, Gregory A., Ed. And Others

International Drug Use; Research Issues 23.

Documentation Associates, Los Angeles, Calif.

Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Pub Date-78
Contract-271-75-3071
Note-219p.; For related documents see CG 013 892-94
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-024-00874-5)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Adults, *Behavior Patterns, *Cross Cultural Studies, *Drug Abuse, *Foreign Countries, Foreign Culture, Marihuana, Psychological Studies, *Research, *Social Attitudes

This collection of resources contains 95 summaries of research conducted on drug use in countries other than the United States, and is designed to be an introductory set of readings which provide a basic familiarity with drug use patterns in foreign countries. The first section contains 23 studies on the United Kingdom while the second section contains 72 studies organized by major geographical area and then by individual country. In each section the studies are cited alphabetically; the table of contents provides an overview of the geographic arrangement and the countries and drugs discussed. A wide range of topics is presented including epidemiological issues, law enforcement, personality, marihuana, and cross-cultural aspects of drug use. A supplementary bibliography of additional readings is also included. (Author/HLM)

ED 177 455 CG 013 894

Austin, Gregory A.

Perspectives on the History of Psychoactive Substance Use; Research Issues 24.

Documentation Associates, Los Angeles, Calif.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Pub Date-78
Contract-271-75-3071
Note-319p.; For related documents see CG 013 892-93
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-024-00879-6)
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Adults, *Behavior Patterns, *Cross Cultural Studies, *Drug Abuse, Foreign Countries, *Foreign Culture, Marihuana, *Psychological Studies, Research Methodology, Research Reviews (Publications), *Social Attitudes, Trend Analysis

This collection of resources contains 34 studies which summarize significant developments within the history of psychoactive substance use in developed countries since the sixteenth century. The primary intent of this volume is to provide a greater awareness of the ubiquity of drug use in the past and of the complex and varied factors which have influenced its spread, society's response to the spread, and the effects of that response. The studies review drug use since the Renaissance in the United States, Europe, and Asia with an emphasis on the following substances: alcohol, coffee, tobacco, ether, cocaine, amphetamine, marihuana, opium, and the opiates. Each section includes an introductory review, chronology and summaries of previous research. (Author/HLM)

ED 177 456 CG 013 896

Kreutzer, Jeffrey S. Schneider, Henry G.

The Effects of Alcohol Dosage and Dosage Expectancy on Aggressiveness and Assertiveness.

Pub Date-3 May 79
Note-31p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aggression, Alcoholic Beverages, *Assertiveness, Behavior Patterns, *Drinking, *Psychological Patterns, *Reactive Behavior, *Self Control, Self Evaluation, Student Behavior

The psychological (expectancy) and physiological (dosage) effects of alcohol on aggressive and assertive behavior were investigated. The expectancy manipulation was accomplished by informing subjects that the beer they were to receive was either half as strong or twice as strong as commercially available beer. The dosage manipulation involved administering ``blind'' subjects either 0.0 (placebo), 0.5, or 1.0 ml of 95% pure ethanol per kilogram body weight. Male, social drinkers (N=54) were administered self-report and behavioral measures of aggressiveness and assertiveness following alcohol consumption. Analysis of the results indicated that both psychological and physiological effects of alcohol influenced aggression. A moderate dosage of alcohol increased self-report aggression scores, whereas a high dosage of alcohol increased scores on a behavioral measure of aggression. Additionally, subjects expecting a beer twice as strong as commercially available beer yielded higher aggressiveness scores than subjects expecting beer half as potent. Neither dosage expectancy nor actual dosage was found to influence assertiveness. (Author)

ED 177 457 CG 013 897

American Attitudes Toward Pensions and Retirement. Hearing Before the Select Committee on Aging, House of Representatives, Ninety-Sixth Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.-House-95-184
Pub Date-28 Feb 79
Note-214p.; Small print marginally legible
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults, Age, Federal Legislation, Life Style, National Surveys, Older Adults, *Quality of Life, *Retirement, *Social Attitudes, *Social Indicators, *Social Welfare
Identifiers-*Pensions, *Social Security

These materials represent the testimony given before the Select Committee on Aging of the House of Representatives during February 1979. Statements of the committee members are presented as well as remarks by Louis Harris, nationally known survey researcher, and Kenneth K. Keene, director of a New York consulting firm specializing in employee benefits. Issues addressed in the testimony include the following: (1) inflation and the quality of life, (2) mandatory retirement, (3) attitudes toward private pensions, and (4) attitudes toward social security. The appendices contain the results of the 1979 study of American attitudes toward pension and retirement, a nationwide survey of employees retirees, and business leaders conducted by Louis Harris and Associates, Inc. (HLM)

ED 177 458 CG 013 898

Hilker, Christine And Others
A Bibliography on Euthanasia, 1958-1978.
Pub Date-78
Note-75p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Death, Historical Reviews, Literature Reviews, *Older Adults, *Social Attitudes, *Social Problems
Identifiers-*Arkansas, *Euthanasia

This collection of materials represents a 20-year span (1958-1978) of references on euthanasia found through select indexes and abstracting services. The contents are organized into two general reference sections, periodicals and books, with citations listed alphabetically by author. The last two sections focus on the locations of these materials within the state of Arkansas. (HLM)

Croxton, Jack S. Miller, Arthur G.

Social Influence and the Attribution of Attitudes.

Pub Date-79
Note-14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitudes, *Attribution Theory, Behavioral Science Research, Experimental Psychology, *Perception, Psychological Studies, Response Mode, *Social Influences

When do we accept another's opinion regarding the characteristics or beliefs of a target person, and when do we reject that opinion? Different sorts of information may need to be assimilated by the perceiver. When does one type of information take priority over the other? A central focus of attribution research has been on the informational value of a target's behavior. A proposition which has been repeatedly verified is that behavior, which is perceived to be freely chosen by the target, has greater informational value for the perceiver regarding the target's attitude than does behavior performed under constraint. To examine these hypotheses, the 72 subjects were presented with an attributional dilemma in the form of a 10-item response set, and a written essay. Perceivers were asked to integrate the two contradictory pieces of information when making an attribution, each piece varying in it's implicational relationship to the attitude to be inferred. Two of the independent variables were the directionality and ambiguity of the target person's response set. The third variable was the constraint level pertaining to the target person's essay. Results suggest that attributions are, to a degree, correspondent with behavior even when that behavior occurs under constraint. (Author/BMW)

ED 177 460 CG 013 909

Flemming, Arthur S. And Others

The Age Discrimination Study. Part 2.

Commission on Civil Rights, Washington, D.C.
Pub Date-Jan 79
Note-304p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 005-000-00190-1)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Age, *Bias, Eligibility, Federal Legislation, *Federal Programs, National Programs, *Older Adults, *Program Content, Program Descriptions, *Social Discrimination

By the Older Americans Amendments of 1975, the U.S. Commission on Civil Rights was directed to investigate unreasonable age discrimination in federally-assisted programs, report the findings and recommend statutory changes for administrative actions. Results of examinations of the literature, field studies and public hearings on the following programs are reported here: Community Health Centers, Food Stamps, Medicaid, Community Mental Health Centers, Vocational Rehabilitation, CETA, Titles I, II, and VI, Title XX Social Services of the Social Security Act, Legal Services, Adult Basic Education, and Vocational Education. (Author/BEF)

ED 177 461 CG 013 914

Rezmovic, Eva Lantos And Others

In Quest of Meaningful Evaluation Results: Lessons From a True Experiment.

Pub Date-3 May 79

Note-24p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agencies, *Correctional Rehabilitation, *Data Collection, Employment Programs, *Evaluation Methods, *Field Interviews, Information Seeking, Rehabilitation Counseling, *Research Problems, Social Problems

Identifiers-*Ex Offenders

The emphasis on the mechanics of research techniques has often overshadowed other aspects of evaluation research that are determiners of research quality. Many problems encountered by program evaluators are not solvable by the information provided in research texts. Some of the practical problems encountered and dealt with during an experimental evaluation of a criminal justice program are described. Issues revolving around budgeting, randomization, data collectors, interview payments and evaluation of black box treatments are addressed. (Author/BMW)

ED 177 462 CG 013 915

Goodhart, Darlene Zautra, Alex

Off-Time Events and Life Quality of Older Adults.

Pub Date-8 Apr 79

Note-28p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment (to Environment), *Correlation, *Gerontology, *Older Adults, Perception, *Psychological Needs, Psychological Studies, *Quality of Life, Stress Variables, *Time

Identifiers-*Off Time Events

Many previous studies have found that daily life events influence community residents' perceived quality of life, which refers to the relative goodness of life as evaluated subjectively. A subsample population of 539 older residents, aged 55 and over, were interviewed in their homes. A 60-item scale was devised to measure the effects of off-time'' events on the quality of their lives. The measures assessed well-being and psychological adjustment. Major findings suggest that the stressfulness of life events for older persons may lie in their timing rather than in their frequency. (Author/BMW)

ED 177 463 CS 004 705

Anderson, Linda M. And Others

Analyses of Treatment Effects in an Experimental Study of First Grade Reading Groups.

Michigan State Univ., East Lansing.; Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Contract-OB-NIE-G-78-0116

Note-31p.; For related documents, see CS 004 706 and CS 005 017-018

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Grade 1, Primary Education, *Reading Instruction, *Reading Research, *Small Group Instruction, *Teacher Behavior, *Teacher Improvement, *Teaching Models, Teaching Techniques

This report is related to a study of first grade reading groups and presents highlights of an analysis comparing treatment and control teachers on their use of 22 instructional principles suggested in an instructional model. The principles are presented in categories that relate to getting and maintaining the students' attention, introducing the lesson and new material to the students, calling on individual students in the group, dealing with individual learning rates within the group, giving feedback to incorrect and correct answers, and giving praise and criticism. The results discussed indicate that certain teacher behaviors can be influenced by treatment. (AEA)

ED 177 464 CS 004 706

Anderson, Linda M. And Others

The First-Grade Reading Group Study: Technical Report of Experimental Effects and Process-Outcome Relationships. Volume I. R&D Report No. 4070.

Michigan State Univ., East Lansing.; Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-Michigan State Univ., East Lansing. Inst. for Research on Teaching.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Oct 78

Contract-4-0-76-0073; OB-NIE-B-78-0216

Note-339p.; For related documents, see CS 004 705 and CS 005 017-018; Volume II is only available from the Center

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Grade 1, *Grouping (Instructional Purposes), Primary Education, Reading Instruction, Reading Programs, *Reading Research, *Small Group Instruction, *Teaching Models

This report is related to a study of first grade reading groups and presents the results of testing an instructional model developed from the integration of research and knowledge about how young children function in a classroom, especially within the small group format. The background and methodology of developing the instructional model is analyzed along with the achievement data for treatment effects. The results of group comparisons and regression analyses are discussed, the overall results of the study and a revision of the instructional model are summarized, and future experimental studies of teaching are suggested. The instructional model tested for first grade reading groups, a summary of the observation system used in the study, and a glossary of terms used to describe data from the study are appended. (AEA)

ED 177 465 CS 004 918

Myers, Jeanette S.
Conditions in the Reader that Affect His Embodiment of the Text.
Pub Date-Apr 79
Note-23p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, MO, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Competence, Expectation, Experience, Higher Education, Literary Analysis, Literary Conventions, *Literary Criticism, *Literature Appreciation, Need Gratification, *Perception, Psychological Patterns, *Reading Processes, *Reading Skills

Three factors in the reader have a generalized effect on all perception, including reading: competence, purpose, and set. Competence involves applying past learning to new learning through transference, understanding the conventions of different types of texts, and transforming the text through the perceptual process into a new entity. Competent readers are able to trace hidden analogies; they also understand the nature of the reading process and are aware that there is no total absolute meaning. The second factor, purpose, includes the subconscious purpose of using the text as a source of pleasure through projecting fantasies onto the text and defending against elements likely to thwart gratification expectancy. Two forms of gratification expectancy in the reader/text relationship have been described as self-assertive and self-transcending. Readers also share the purpose of making their reading public, mediating the text for an audience or other readers. The third factor, the reader's set, is a complex web of expectations and past experience that forms the context within which the perception of the text is experienced; one of its features is expectancy based on past fulfillment from texts. The set involves different ego functions depending on the type of text being read. The set, including the willing suspension of disbelief, is partly self-determined but is also conditioned by learned conventions and is affected by authors' attempted manipulations of readers' responses. (GT)

ED 177 466 CS 004 946

Frederiksen, John R.

Component Skills in Readers of Varying Ability.

Spons Agency-Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Pub Date-Apr 79
Contract-N00014-76-0461
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, Decoding (Reading), Discourse Analysis, Efficiency, *Reading Ability, *Reading Difficulty, *Reading Processes, *Reading Research, *Reading Skills, Secondary Education, Word Study Skills, Young Adults

This paper reports some results from a study sponsored by the Office of Naval Research that has focused on identifying sources of reading disability in young adults. Separate sections of the paper describe experiments conducted to investigate three sets of component processes word analysis processes, integrative processes, and discourse analysis processes and report some of the results of the experiments. The paper concludes that the studies have provided evidence for deficiencies in poorly skilled high school age readers in a host of component processes, that the sources of reading disability are not the same in all individuals, and that readers' deficits in component skills are reflected in the degree of efficiency or automacity they demonstrate, and not in their ability to correctly carry processing functions to completion. The paper includes a table and a list of results, charts, and sample exercises used in the experiments, all of which were originally presented with the paper in the form of slides. (GT)

ED 177 467 CS 004 954

Fremgen, Amy Fay, David

Overextensions in Production and Comprehension: A Methodological Clarification.

Pub Date- 77

Note-15p.; Research prepared at The University of Illinois at Chicago Circle

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abstraction Levels, Cognitive Processes, *Comprehension, *Comprehension Development, *Language Development, *Language Processing, Language Proficiency, *Language Research, *Linguistic Competence, Preschool Children, Preschool Education

Sixteen children (aged 14 to 26 months), who were reported by their parents to overextend, were tested for overextension in both language production and comprehension. The children were first asked to name each of a series of pictures of inappropriate exemplars of the words they were reported to overextend. Those words that were overextended, a total of 27, were then tested in comprehension. For each word, the child was shown four pictures an appropriate, an inappropriate, and two irrelevant exemplars and asked to point to the referent. The results were clear cut: not once in the 27 comprehension trials did a child make an error. The findings suggest that overextensions do not result from partial knowledge of the meaning of a word, but rather that they are due to a child's stretching of his or her vocabulary to its limits in an attempt to communicate. In addition, they indicate that children's knowledge of language is much more precise than would be suggested by their utterances. (FL)

ED 177 468 CS 004 963

Ribovich, Jerilyn K.

Cognitive Development: An Area Worth Studying for Teachers of Beginning Reading.

Pub Date-May 78

Note-19p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Reading, *Cognitive Development, Developmental Stages, Primary Education, *Reading Comprehension, Reading Instruction, *Reading Processes, *Reading Readiness, *Reading Research

Identifiers-*Piaget (Jean)

This paper examines the relationship between beginning reading and cognitive development and reviews some of the research conducted so far. It is noted that children learning to read may be in various stages of cognitive development, some at a preoperation stage, some at a concrete operation stage, and some at a transition stage. Instructional implications stemming from these stage characteristics are discussed in sections concerning the child's concept of reading and written language, the task of decoding, the knowledge and learning of vocabulary and concepts, and the comprehension of ideas as it relates to areas such as experiential background, making inferences, understanding figurative expression, and being alert to overall structure. Implications for instruction suggest that the teaching-learning situation is best approached by teachers who recognize individual differences in children's cognitive development, who inquire how children understand something, and who help them develop new cognitive strategies. (MKM)

ED 177 469 CS 004 967

Patriarca, Linda And Others

Simulated Reading and Learning Disability Cases: Effective Tools for Research and Teacher Education. Research Series No. 29.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-76-0073
Note-21p.
Available from-The Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, Michigan 48824 ($2.30)
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Clinical Diagnosis, *Educational Research, *Laboratory Training, *Learning Disabilities, Models, Problem Solving, Reading Diagnosis, *Reading Difficulty, Remedial Instruction, *Simulation, *Teacher Education

This report summarizes the theoretic background, rationale, and development of 14 simulated cases useful in comparing the problem-solving behaviors of clinicians as they diagnose the same case under the same conditions and in supplementing field experiences in teacher preparation programs. The first section of the report presents a theoretic structure, the Inquiry Theory, which focuses on the intellectual encounter. The second section explains the reasons that necessitate using simulated cases instead of human subjects. The five-step procedure to evolve a simulated case is outlined in the third section: creation of a research and development team, identification of a human subject exhibiting target difficulties, review and refinement of the case following data collection, categorization and computer coding of all edited information, and final review of the case and recommendations for diagnosis and remediation. The fourth section describes current uses of simulated cases, and the last two sections suggest future uses of simulated cases and dissemination procedures. A list of simulated cases developed in 1977-78 describing general characteristics and present status is included. (AEA)

ED 177 470 CS 004 968

Anderson, Richard C. Freebody, Peter
Vocabulary Knowledge and Reading. Reading Education Report No. 11.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ.,
Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Contract-400-76-0116
Note-52p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Intelligence Factors, *Reading Comprehension, *Reading Processes, *Reading Research, *Vocabulary, *Vocabulary Development
Identifiers-*Center for the Study of Reading IL

This report summarizes information presented in a technical report concerning the role of vocabulary knowledge in reading comprehension and is designed to be read by educators not directly involved in research themselves. It states that while an assessment of the number of meanings a reader knows enables a remarkably accurate prediction of an individual's ability to comprehend discourse, the reasons why word knowledge correlates with comprehension cannot be determined satisfactorily without improved methods of estimating the size of people's vocabularies. It suggests that improved assessment methods depend upon thoughtful answers to questions concerning what a word is, what it means to know the meaning of a word, and the most efficient way of estimating vocabulary size from an individual's performance on a sample of words. (MKM)

ED 177 471 CS 004 970

Schwartz, Robert M.

Levels of Processing: The Strategic Demands of Reading Comprehension. Technical Report No. 135.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Contract-400-76-0116
Note-45p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Development, Elementary Education, Higher Education, *Reading Comprehension, *Reading Processes, *Reading Research, Recall (Psychological), *Skill Development
Identifiers-*Center for the Study of Reading IL, *Reading Strategies

A study was undertaken to measure the effect on reading comprehension of forcing attention to different levels of analysis. The assumption was that since texts can be analyzed at a variety of levels, comprehension requires a basic strategic coordination of processing activities. Forty second grade, fifth grade, and college students read and recalled stories under four sets of orienting instructions. These treatment conditions consisted of an intentional memory set and three secondary orienting tasks differing in the amount of semantic processing required. Adults' recall reflected the level of semantic analysis involved in the orienting task; the younger groups were only affected by the least semantic task. Beginning readers appeared to lack the processing flexibility necessary to establish goals for reading and for efficiently achieving them. (Author/MKM)

ED 177 472 CS 004 974

Singer, Murray

The Role of Explicit and Implicit Recall Cues in the Study of Inference.

Pub Date-Aug 78

Note-30p.; Paper presented at the Annual Meeting of the American Pyschological Association (86th, Toronto, Canada, August 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes, *Cues, Higher Education, *Language Processing, *Language Research, *Recall (Psychological), Secondary Education, Structural Analysis

The study was designed to determine whether inferences about implied elements are drawn during sentence comprehension. A cued recall procedure was employed. It was argued, for example, that if one computes the use of a hammer when the worker pounded the nail'' is encountered, that hammer'' should effectively cue the recall of the sentence; while a corresponding low preference instrument, like rock,'' should not. In two experiments this pattern of results did not emerge. However, norms that measured the strength of association from instrument cues to their corresponding actions did predict performance. A third experiment examined implied agents and patients as well as instruments, with similar results. It was concluded that the effectiveness of an implicit recall cue does not prove that the corresponding inference had been computed earlier. (Author)

Goldwater-Rozensher, Susan Hebard, Amy J.
Early Decoding and Encoding Strategies.
Pub Date-Mar 78
Note-17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Williamsburg, VA, March 8-11, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, Decoding (Reading), Elementary Education, *Phonics, Reading Improvement, *Reading Instruction, *Reading Research, *Reading Skills, *Sight Method
Identifiers-*Reading Strategies

A combination of case study observation and mini-experimentation techniques were used to examine a number of issues of relevance in the study of the acquisition of beginning reading skills. Six children were divided equally among three instructional modes: phonics, whole word, and mixed. They were asked to decode and encode words, and their abilities to assimilate content, process information, and transfer their knowledge to new situations was tested. Each child showed considerable improvement in both decoding and encoding over the six-month period of the study although the rate of improvement varied as did the relative accuracy on the two tasks. The children were consistently more accurate with consonants than they were with vowels, context did not enhance reading for all the children, and individual differences in strategy occurred even between children in the same instructional mode. (TJ)

ED 177 474 CS 004 981

Kamm, Karlyn White, Sandra

A Description of the Procedures Used in Implementing an Objective-Based Reading Program in Four Schools. Technical Report No. 503.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Pub Date-Jul 79
Note-129p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Educational Change, Minimum Competency Testing, *Program Development, *Reading Instruction, *Reading Programs, *Reading Research, Reading Tests, *Skill Development, Standardized Tests, Test Construction
Identifiers-*Wisconsin Design for Reading Skill Development

This report describes a study undertaken to refine the guidelines of the Wisconsin Design for Reading Skill Development and to suggest general procedures for implementing any skill-centered approach to teaching reading. The first part of the report sets forth the purpose and focus of the study, with a literature review to define the nature of educational change. The second part describes the staff roles and procedures used in the subject schools. The third part summarizes suggested implementation procedures and recommendations on inservice training, scheduling, instruction, testing, and skill applications. A list of applicable instructional materials is appended. (AEA)

McGuire, Marion L.

Standards for Title I Compensatory Reading Programs in Rhode Island. Final Report.

Rhode Island State Dept. of Education, Providence. Bureau of Grants and Regulations.

Pub Date-Dec 77
Note-99p.; For related document, see CS 005 059
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Compensatory Education Programs, Educational Assessment, Elementary Secondary Education, Program Content, Program Evaluation, *Reading Improvement, *Reading Instruction, *Reading Programs, Research Methodology, Standards, State Surveys
Identifiers-*Elementary Secondary Education Act Title I, *Rhode Island

This report contains a description of a statewide study that was undertaken to gather, from all relevant groups of professionals and lay representatives, statements of elements thought to be critical to the operation of successful Title I reading programs. Following an introductory chapter, three chapters provide information about the design of the study; the standards for Title I reading programs, including those governing involvement and communication, staffing and participation, program aspects, and evaluation; and implications of the study. Appendixes contain a listing of standards for Title I reading programs (without commentary), suggestions for improving Title I reading programs drawn from a statewide survey of Title I reading teachers, elements related to effectiveness in Title I reading programs drawn from a nationwide survey of Title I directors, and an assessment of key recommendations of regional workshop participants. (FL)

ED 177 476 CS 004 988

Garzone, Lio

Contextual Analysis: Invitation to Research.

Pub Date- 76
Note-40p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Beginning Reading, Cognitive Development, *Context Clues, Elementary Education, *Reading Instruction, Reading Research, Reading Skills, *Research Needs, *Structural Analysis, *Word Recognition, Word Study Skills

This paper contains a report of a theoretical investigation of contextual analysis (CA) that ranked this reading strategy as the most complex of four kindred word recognition skills although many current reading programs advance its use in the beginning stages of formal reading instruction. Three propositions are offered: CA holds kinship with the three other word recognition skills; CA employs interword synthesis (five processes) and intraword analysis while the kindred word recognition skills employ solely intraword analysis; and CA requires advanced logical operations characteristic of Jean Piaget's paradigm of cognitive development, namely, transivity, combinativity, and reversibility operations not used in the employment of the three other kindred word recognition skills. The paper describes the parameters of CA, generates hypotheses, and invites research to seek empirical evidence, which if conclusive, should guide pedagogy to teach CA as an advanced reading skill for the nascent reader. (Author/TJ)

ED 177 477 CS 004 997

Farris, Pamela J.
Equal Rights Versus Equal Numbers.
Pub Date- 77
Note-19p.; Study prepared at Indiana State University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Characterization, Elementary Education, *Ethnic Groups, Illustrations, Racial Balance, *Reading Research, *Sex Discrimination, *Textbook Bias, *Textbook Content

Identifiers-*Basal Reading

Three current basal reading series were examined to determine the racial and sexual characteristics of the main characters of the stories and in the illustrations. All of the textbooks from preprimer through the sixth grade level were included in the analysis of the Ginn; Holt, Rinehart, and Winston; and Macmillan series. Eight-hundred sixteen main characters were counted in the 1975-77 editions of the three series. As each story was read the sex and race of the main character was noted. The five categories of race noted were: white, black, Hispanic, Asian, and American Indian. The total number of main characters was 816 329 females and 487 males. In every category except Hispanic, male main characters outnumbered female main characters. Three previous editions of the same series were examined to see if a shift had been made in the make up of the characters; there was a decrease of 204 in the total number of males and an increase of 104 in the number of females. When illustrations were analyzed according to the major figure, males again outnumbered females. (MKM)

ED 177 478 CS 005 001

Cardish, Edna Catherine

The Relationship between Reading Content and Reading Comprehension among Ninth Grade Pupils in an Urban Area Population 114,073.

Pub Date-3 Jul 71
Note-202p.; Ph.D. Thesis, The University of Sarasota
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Disadvantaged Youth, *Minimum Competency Testing, *Reading Ability, *Reading Comprehension, Reading Research, *Reading Tests, Secondary Education, Standardized Tests, Student Experience, *Test Bias, Test Construction, *Urban Youth

One hundred fifty-one urban ninth grade students participated in an investigation of the effect of differentiated content in two congruent tests of reading. A congruent test was constructed by substituting information relevant to junior high school students within the parameters of a nonrelevant, standardized state test of reading. By maintaining identical format, grammatical structure, flow of thought, patterning of questioning, and readability level, the two tests were shown to be of equivalent difficulty. Comparison of subscores of boys and girls, blacks and whites, as well as eight individual classes showed that there was a general tendency toward greater achievement on relevant reading content, with no one group significantly exceeding another statistically. Other results indicated that the content of the standardized state reading test is basically alien to a number of urban children and may penalize them unfairly, and that a number of apparently noncompetent readers in junior high school may actually possess minimal reading ability within the framework of their experiential background. (Tabular material is included, and sample test questions, word lists, raw scores, and a list of interest clarifying questions are appended.) (AEA)

ED 177 479 CS 005 003

O'Brien, Bernadette C.

Tapestry: Interrelationships of the Arts in Reading and Language Development.

New York City Board of Education, N.Y.
Pub Date- 78
Note-15p.; For related documents, see ED 144 029 and ED 170 738
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Art, Art Activities, *Art Education, *Compensatory Education Programs, Content Reading, Elementary Education, *Integrated Curriculum, *Interdisciplinary Approach, *Language Experience Approach, Reading Instruction, *Reading Programs, Validated Programs
Identifiers-Elementary Secondary Education Act Title I, *Learning to Read Through the Arts (Program), National Diffusion Network Programs

Learning to Read Through the Arts is an intensive, individualized reading program that focuses on the improvement of reading skills through the integration of a total art program with a total reading program. The staff includes reading teachers, art teachers, and classroom teachers working as a team. Listening, speaking, writing, and reading techniques are stressed in the reading-oriented arts workshops; a diagnostic, prescriptive approach to reading is stressed in the arts-oriented reading workshop; and a language experience approach to reading is used by teachers in both areas. Subjects taught in the arts workshops are dance, music, theater, filmmaking, photography, mixed media, drawing, puppetry, printmaking, world crafts, and painting. Children go on regular field trips to cultural institutions and educational resource sites; special events and performances are also brought to the program. This program was chosen as one of the 12 exemplary reading programs in the United States by the national Right to Read effort. It was also validated by the Joint Dissemination Review Panel of the United States Office of Education (USOE) and is a Developer/Demonstrator project of the USOE National Diffusion Network. Replication programs exist in several states. (MKM)

ED 177 480 CS 005 007

Anderson, Richard C. Freebody, Peter

Vocabulary Knowledge. Technical Report No. 138.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 79

Contract-400-76-0116

Note-71p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Intelligence Factors, *Reading Comprehension, *Reading Processes, *Reading Research, *Vocabulary, *Vocabulary Development

Identifiers-*Center for the Study of Reading IL

This report reviews what is known about the role of vocabulary knowledge or knowledge of word meanings in reading comprehension. It states that while an assessment of the number of meanings a reader knows enables a remarkably accurate prediction of an individual's ability to comprehend discourse, the reasons why word knowledge correlates with comprehension cannot be determined satisfactorily without improved methods of estimating the size of people's vocabularies. It suggests that improved assessment methods depend upon thoughtful answers to questions concerning what a word is, what it means to know the meaning of a word, and the most efficient way of estimating vocabulary size from an individual's performance on a sample of words. (MKM)

ED 177 481 CS 005 010

Carswell, Margaret Dupree

Attainment of Selected Concepts Related to Reading by Kindergarten and First Grade Children.

Pub Date-79
Note-33p.; Research prepared at the University of Georgia
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Beginning Reading, *Concept Formation, Letters (Alphabet), Primary Education, Readiness (Mental), Reading Readiness, *Reading Research, *Reading Skills, *Sight Vocabulary, Silent Reading, Student Attitudes, *Word Recognition

Individual interviews and a series of ten tests were used to investigate the order in which children acquire reading concepts and demonstrate reading skills. Each of 44 first grade and 22 kindergarten students was tested and interviewed three times during the 1977-78 school year, and their responses were sorted and tabulated to determine whether each of 22 hypotheses should be accepted or rejected. The hypotheses considered the order of learning letters and words in spoken/written contexts and how concepts about books and reading attitudes were developed. Four conclusions were drawn from the study: knowledge of letter names is present among all children who learn to read words, whether the letter names are learned in school or before entering school. There is a stage in letter/word concept development during which a child believes that a word must be more than one letter. Children without the concept that print and not picture is read still are able to recognize words, but only those with the concept can actually read words. Some letter recognition ability may be prerequisite to performing satisfactorily on the Word Enumeration Task and to matching upper and lower case letters. (RL)

Summers, Edward G. Jeroski, Sharon F.
The Dissertation Research Requirement in Secondary Reading.
Pub Date-Jun 77
Note-534p.; Study prepared at the University of British Columbia
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors-*Content Analysis, *Degree Requirements, Doctoral Programs, *Doctoral Theses, Graduate Study, *Information Dissemination, Reading Instruction, Reading Programs, *Reading Research, *Secondary Education, Student Research

An annotated bibliography of 567 secondary school reading dissertations reported during the period 1960-1976, a content analysis of these dissertations, and a discussion of the research requirement in secondary school reading are included in this report. Topics discussed include the history of the dissertation requirement within the context of the graduate study, the difficulty of dissemination of dissertation research information, content analysis of dissertation collections, the procedures used in this study, and analysis of data and results. Suggestions and observations based on this information include: the dissertation tends to be tacitly considered a training instrument rather than an original contribution to knowledge, abstracts submitted to Dissertation Abstracts International should be improved and standardized, and an update to this bibliography should be undertaken by a professional organization. The appendixes contain the coded raw data for content analysis, a list of institutions with numbers of dissertations produced, a keyword in context index, and an author index. The bibliography is divided into these areas: correlates of reading achievement, students, secondary school reading programs, material, personnel, reading skills, reading in the content areas, reading problems, atypical learners, and miscellaneous research. (MKM)

ED 177 483 CS 005 014

Crothers, Edward J.

Text Design for Coherence, Comprehension, and Memory. Final Progress Report.

Colorado Univ., Boulder.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 Jul 79
Grant-NIE-G-77-0011
Note-86p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Cognitive Processes, *Discourse Analysis, Higher Education, Memory, *Reading Comprehension, *Reading Research

A series of experimental and theoretical investigations of text inference were conducted. One applied a theory of inferable text

cohesion to the devising of text structure revisions that assist comprehension and memory. Since only modest success was achieved, the next three projects went beyond text revision to the use of adjunct outlines, questions, and connectives in novel formats. The last of these projects yielded the most pronounced effects on responses and response times. Methods, materials, and computer programs for testing comprehension during and after the reading were developed. Subjective text cohesion reflected by performance on a sentence sequencing task was compared against theoretical representations. A grasp of causal and logical connectives within a text was found to depend on the interaction of the relation's directness and direction. Advances in text representation theory also were accomplished. After a digression on formalizing a text as a ``proof,'' a deeper description highlighting parallelism was conceived. (Author/TJ)

ED 177 484 CS 005 015

Venezky, Richard L. Winfield Linda F.
Schools That Succeed Beyond Expectations in Teaching. Studies in Education. Technical Report No. 1.
Delaware Univ., Newark.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Grant-NIE-G-78-0027
Note-52p.
Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Responsibility, *Administrator Role, Change Agents, Change Strategies, *Disadvantaged Environment, *Educational Improvement, *Principals, *Reading Achievement, Reading Instruction, Success Factors

Several elementary schools that drew their students from low socioeconomic (SES) areas and which succeeded in teaching reading were studied to determine the main causes of their academic achievements. Interviews, analyses of test scores and work logs, classroom observation, and reviews of school memos indicated two primary causes of success: achievement orientation and building-wide instructional efficiency. An achievement orientation, which generally must come from the building principal, is a high-risk, yet essential mode of operation in low SES areas, because it creates the conditions under which efficient instruction might develop. Instructional efficiency depends on adaptability and consistency of instruction, which, in turn, depend on the range of abilities in each classroom, the monitoring of student progress, the availability and coordination of personnel, the stability of the instructional program, and the program's compatibility across grade levels. School districts that want to raise reading scores should encourage principals to become achievement-oriented curricular leaders, both through inservice training and through principal evaluation procedures that focus on curricular leadership performance. (Author/RL)

Anderson, Linda M. And Others

Context Effects and Stability of Teacher Behaviors in an Experimental Study of First Grade Reading Group Instruction. R&D Report No. 4091.

Michigan State Univ., East Lansing.; Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-OB-NIE-G-78-0116
Note-30p.; For related documents, see CS 004 705-706 and CS 005 018
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Effective Teaching, Grade 1, Primary Education, *Questioning Techniques, *Reading Instruction, *Reading Research, *Small Group Instruction, Teacher Attitudes, *Teacher Behavior, Teaching Methods, Workbooks, Worksheets
Identifiers-Basal Reading

As part of an investigation of effective first grade reading group instruction, this report analyzes the relationships between certain teacher behaviors and the contexts in which they occur. Behaviors of interest discussed are those describing teacher selection of and feedback to response opportunities, as well as the overall level of response opportunities. The contexts examined are: slow-paced questioning and answering without individual materials provided to students, workbook or worksheet activities, and reading of new material from the basal textbooks. Results presented indicate moderately high stability across the contexts examined for most groups of variables, although some were more stable than others. (AEA)

Anderson, Linda M. Brophy, Jere E.

An Experimental Study of Reading Group Instruction: Data from Teacher Interviews. R&D Report No. 4073.

Michigan State Univ., East Lansing.; Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-Michigan State Univ., East Lansing. Inst. for Research on Teaching.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date- 79

Contract-400-76-0073; OB-NIE-G-78-0216

Note-57p.; For related documents, see CS 004 705-706 and CS 005 017

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Effective Teaching, Grade 1, Primary Education, Reading Achievement, *Reading Instruction, *Reading Research, *Small Group Instruction, Teacher Attitudes, *Teacher Behavior, Teaching Methods, *Teaching Models

As part of an investigation of effective first grade reading group instruction, teacher interviews were conducted and analyzed to determine differences between control and treatment group teachers, the relation between interview responses and adjusted student achievement, [illegible]he relation between teacher self-ratings and observed behaviors. [illegible] teachers were a control group, while the other 17 teachers used an instructional model consisting of 22 principles believed to promote effective instruction in small groups in the early grades. The model emphasized the management of the group as a whole and the feedback teachers gave to student answers. Although the results were not as strong as expected few clear relationships existed between interview responses and adjusted achievement the responses of treatment teachers were more in line with the treatment than were the control group's responses. Behaviors that had been most specifically described in the treatment model correlated with teachers' observed behaviors. (Author/RL)

ED 177 487 CS 005 020

Gil, Doron And Others
Simulating the Problem Solving of Reading Clinicians. Research Series No. 30.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Contract-400-76-0073
Note-26p.
Available from-The Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, Michigan 48824 ($2.30)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Clinical Diagnosis, Clinical Experience, *Cues, *Educational Diagnosis, *Educational Research, *Hypothesis Testing, *Problem Solving, Reading Difficulty, Remedial Instruction, *Simulation

Two studies, both part of a research program based on a theory of clinical problem solving behavior, used a computer to simulate a clinician interacting with a child having reading difficulties. The impact of routine cue collection on a clinician's performance is the focus of the first study; the process of hypothesis generation as it is affected by different certainty thresholds for considering a hypothesis is the subject of the second. The results of these studies suggest that the use of routine cue collection can increase diagnostic accuracy by as much as 15% to 20%, and that early hypotheses generation may be a result of hypothesis directed inquiry. (AEA)

ED 177 488 CS 005 022

Clary, Linda Mixon
The Nelson-Denny Test'' in College Reading Programs.
Pub Date- 73
Note-11p.; Study prepared at Augusta College
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Higher Education, *Reading Ability, Reading Comprehension, *Reading Diagnosis, Reading Instruction, Reading Programs, Reading Research, *Reading Tests *Testing Problems
Identifiers-*Nelson Denny Reading Test

Reviews of the Nelson-Denny Reading Test (N-D) for college students indicate that the test may not be appropriate for all college students. Although the N-D is easy to administer and score, some of its traits make it questionable for use in evaluating open admissions students: it is timed; it measures vocabulary, rate, and comprehension in a mere 35 minutes, using 100 vocabulary questions and only 36 comprehension questions; the language is awkward; the length of the passages does not vary significantly; no purposes are provided for the readings; in some cases, the questions can be answered without reading the required passages; it lacks differentiation in reading skills; and passages have wide ranges of readability levels, varying from tenth grade to beyond the college level. Instead of using a single test like the N-D, a collection of measures should be used to assess the people and programs involved in college reading instruction. Such a collection would include diagnostic instruments, criterion referenced tests, cloze exercises, teacher checklists, informal reading inventories, word lists, and skill inventories. Any testing program that includes less data must be aimed more at simply using test scores for records than at determining information that will aid in the instruction of students. (RL)

ED 177 489 CS 005 025

Fredrick, Wayne And Others

Reading Gains and Achievement in Relation to School Characteristics.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979) ; Appendix marginally legible

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attendance, *Black Achievement, *Caucasian Students, Class Size, Compensatory Education Programs, *Economic Disadvantagement, Elementary Secondary Education, English (Second Language), Expenditure Per Student, *Institutional Characteristics, Predictor Variables, *Reading Achievement, *Reading Research, Socioeconomic Background, Student Teacher Ratio, Teacher Characteristics, Teaching Experience

Identifiers-*Illinois (Chicago)

In a study of reading achievement in the Chicago schools, regression and factor analysis were used to discover which school measures were associated with the reading comprehension scores of students ages 7, 10, and 13. Achievement data from three successive years (1974-75, 1975-76, and 1976-77) were averaged from the results of the Iowa Tests of Basic Skills. Results indicated that when the data from all of the schools were combined several implications were apparent: attendance, amount of money spent per pupil, the smaller size of the school, and the amount of teacher education all counted toward the achievement gains of students. In the primary grades, gains in reading achievement increased as the log of the percent of poverty in the community declined and as the level of poverty decreased. The percent of whites in a school was next highest to level of poverty as a predictor of reading achievement gains. The highest predictor of achievement gains in the intermediate and upper grades was the achievement level score obtained at age ten. (MKM)

ED 177 490 CS 005 026

Cook, Wanda Dauksza

An Overview of Literacy Education in the United States.

Pub Date-Apr 79
Note-13p.; Paper presented at the White House Conference on Libraries and Information Services (Reston, Virginia, April 1-4, 1979)
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education, *Adult Education Programs, *Adult Literacy, Federal Legislation, *Functional Illiteracy, *Illiterate Adults, Literacy, *Literacy Education

Emphasis on adult literacy education in the United States began in the first decade of the twentieth century, which was characterized by heavy immigration from countries whose populations were not uniformly educated. Special attention was paid to adult literacy during times of crisis such as World War I and II when it was learned that many adults had difficulty reading and writing. While early programs relied heavily on volunteer teachers, the literacy education programs of the fifties and sixties (a period of increased federal legislation concerning adult literacy) hired and trained professionals. While the numbers of illiterates has decreased, the problem now is one of functionally illiterate adults who cannot read well enough to participate in society. (MKM)

O'Hear, Michael F. O'Hear, Elaine M.

Helping Returning Students Remain.

Pub Date-Apr 79
Note-8p.; Paper presented at the Annual Meeting of the Western College Reading Association (12th, Honolulu, Hawaii, April 7-10, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Students, Career Planning, Guidance, Higher Education, *Nontraditional Students, *Reading Instruction, *Reading Programs, *Study Skills

A course in reading and learning techniques was designed for returning students at the Indiana University/Purdue University campus at Fort Wayne, Indiana. The first part of the course concerns study skills such as listening and notetaking, text reading, test taking, time management, and vocabulary development. An individualized segment of the course is based on the results of a diagnostic reading test with emphasis on improving reading comprehension. The third segment of the class involves an introduction to the campus and its offerings. In this segment, deans of the university's five divisions discuss their programs, and presentations are made by counseling personnel, the placement director, and the coordinator of academic support services. Over 80% of the students who have enrolled in this course the first four times it has been offered are now taking further coursework either at this college or at a neighboring college. (MKM)

ED 177 492 CS 005 042

Reading and Study Skills: Secondary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July 1978 through June 1979 (Vol. 39 Nos. 1 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date-79

Note-20p.

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Content Reading, Discourse Analysis, Doctoral Theses, Junior High Schools, Learning Laboratories, *Readability, *Reading Achievement, *Reading Comprehension, Reading Instruction, Reading Interests, *Reading Research, Reading Skills, Secondary Education, Senior High Schools, Speech Compression, Student Attitudes, *Study Skills, Syntax, Tutoring

Identifiers-*Reading Attitudes

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: various factors in terms of attitudes toward reading; the effect of group counseling on self-concept and reading achievement; the effect of three modes of instruction on comprehension and attitude scores of secondary language arts students; the influence of learning laboratory techniques on reading achievement; the effect of advanced organizers and text organization on reading comprehension; the effects of mastery testing on reading comprehension; sex role expectancy as a determinant of reading behavior; an investigation of the relative effect between questions and declarative statements as guides to reading comprehension; syntactic complexity and its effects on mathematical problems; readability of several versions of the Bible; the effects of readability levels on subject content in American history textbooks; the effects of noise on reading comprehension and task completion time; the effects of intergrade tutoring on reading achievement; and compressed speech as an aid in improving the reading skills of junior high students. (MKM)

ED 177 493 CS 005 043

Asher, Steven R. Wigfield, Allen

Influence of Comparison Training on Children's Referential Communication. Technical Report No. 139.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 79

Contract-400-76-0016

Note-42p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Skills, *Comparative Testing, *Educational Research, Elementary Education, Higher Education, *Speech Communication, Teaching Techniques, *Training Techniques

Identifiers-*Center for the Study of Reading IL, *Communication Research

In research to test the link between children's failure to engage in comparison activity and their poor communication performance, elementary school students were trained to engage in comparison activity to learn whether such training would improve their referential communication accuracy. Two training experiments with third and fourth grade children were conducted. Results from Experiment 1 indicated that children who were taught to engage in comparison activity improved more than a control group on a message production task, and that these gains were maintained at one month follow-up. Experiment 2 examined the effects of training on message appraisal as well as message production. Results indicated significant training effects on both tasks, that trained children did particularly well on an appraisal task, that inadequate comparison processing contributed to children's poor communication performance, and that teaching children to engage in comparison activity facilitated performance. (Author/AEA)

ED 177 494 CS 005 044

Alessi, Stephen M. And Others

An Investigation of Lookbacks during Studying. Technical Report No. 140.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Contract-400-76-0116; N00-123-77-C-0622
Note-40p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Students, *Eye Movements, Higher Education, *Reading Comprehension, *Reading Research, *Reading Skills, *Study Skills
Identifiers-*Center for the Study of Reading IL

This study investigated the effects of looking back at relevant sections of previously read text, a strategy that is frequently proposed as useful when comprehension fails while studying a text. The subjects, more than 100 freshmen, read 24 pages of text and answered inserted comprehension questions. Approximately half of the subjects were branched back to reread prerequisite information when it was later needed but had not been fully understood by those subjects. Subjects receiving lookbacks showed better comprehension of later information dependent upon the prerequisite information. It was concluded that the training of natural lookbacks during study holds promise as a means of improving students' study behaviors. (Author/MKM)

ED 177 495 CS 005 045

Hermon, Gabriella

On the Discourse Structure of Direct Quotation. Technical Report No. 143.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Contract-400-76-0116

Note-46p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Childrens Books, *Complexity Level, Elementary Education, Readability, *Reading Comprehension, *Reading Research, *Sentence Structure, *Syntax

Identifiers-*Center for the Study of Reading IL

This paper analyzes the order in which subject, verb, and quote come in sentences in the children's stories about Babar by Jean and Laurent de Brunhoff. It suggests that different constructions have different functions that are exploited by the author for communicative purposes. The paper adds that the order in which these elements appear affects the complexity of the text and thereby affects reading comprehension. (TJ)

ED 177 496 CS 005 046

Grueneich, Royal Trabasso, Tom

The Story as Social Environment: Children's Comprehension and Evaluation of Intentions and Consequences. Technical Report No. 142.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Contract-400-76-0116

Note-56p.; Paper presented at the Conference on Cognition, Social Behavior and the Environment (Nashville, Tennessee, May 14-17, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Childrens Literature, Elementary Education, *Ethics, Moral Issues, *Reading Comprehension, *Reading Research, *Research Problems, *Structural Grammar

Identifiers-*Story Grammar

This review of research involving children's moral judgment of literature indicates that such research has been plagued by serious methodological problems stemming largely from the fact that the stimulus materials used to assess children's comprehension and evaluations have tended to be poorly constructed. It contends that this forces children to deal with stimuli that lack critical categories of information and that fail to clearly specify important connections between such categories. It recommends that investigators should provide detailed descriptions of their stimuli, have standardization of stories across studies, and use extended story grammar analysis. The paper points out that this last technique would provide an explicit analysis of stimuli thereby helping in the construction of materials containing the kinds of information the researcher wishes to depict for subjects, might suggest manipulations of stimulus content that have interesting effects on comprehension or evaluations, and might identify some of the types of information that have important effects upon children's moral judgments that might otherwise be overlooked. (TJ)

ED 177 497 CS 005 047

Cohen, Philip R. Perrault, C. Raymond

Elements of a Plan-Based Theory of Speech Acts. Technical Report No. 141.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-International Business Machines Corp., San Jose, Calif.; National Inst. of Education (DHEW), Washington, D.C.; National Research Council of Canada, Ottawa (Ontario).; Toronto Univ. (Ontario). Dept. of Computer Science.
Pub Date-Sep 79
Contract-400-76-0116
Note-76p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Audiences, *Information Theory, Language Patterns, *Language Research, *Speech Communication, *Speech Skills
Identifiers-*Center for the Study of Reading IL, *Communication Research

This report proposes that people often plan their speech acts to affect their listeners' beliefs, goals, and emotional states and that such language use can be modeled by viewing speech acts as operators in a planning system, allowing both physical and speech acts to be integrated into plans. Methodological issues of how speech acts should be defined in a plan-based theory are illustrated by defining operators for requesting and informing. Plans containing those operators are presented and comparisons are drawn from J.R. Searle's formulation. The operators are shown to be inadequate, but by refining the operator definitions and by identifying some of the side effects of requesting, compositional adequacy can be achieved. (Author/AEA)

ED 177 498 CS 005 048

Jund, Suzanne, Ed.

Theme: Reading in the Content Areas.

Wisconsin State Reading Association, West Allis.

Pub Date-Sep 79

Note-55p.

Journal Cit-Wisconsin State Reading Association Journal; v24 n1 Sep 1979

Pub Type- Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academically Gifted, *Bibliotherapy, *Childrens Literature, Elementary Secondary Education, Gifted, *Handicapped Students, *Individualized Instruction, Individualized Reading, Mainstreaming, Mentally Handicapped, Physically Handicapped, *Reading Instruction, Reading Research, Teaching Techniques

The five articles in this journal issue focus on reading instruction for atypical learners. The topics covered are: defining the atypical student, developing qualitatively different reading programs for gifted students, bibliotherapy for the atypical reader, helping students confronted with mainstreaming develop understanding of the handicapped through children's literature (a reading list is included), and the treatment of the handicapped in adolescent fiction. Regular journal features include an argument for the use of research in administering reading programs, a discussion of parental involvement with accelerated learners, a research update on individual differences in reading ability, a list of resouces for teachers to use with atypical students, a review of professional materials, and a newsletter from the Wisconsin Department of Public Instruction. (AEA)

ED 177 499 CS 005 049

Remedial and Compensatory Reading Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1979 (Vol. 39 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-15p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Compensatory Education Programs, *Disadvantaged Youth, Doctoral Theses, Elementary Secondary Education, Learning Disabilities, *Reading Achievement, Reading Comprehension, Reading Difficulty, *Reading Research, *Remedial Reading Programs, Teacher Attitudes, *Tutoring
Identifiers-Elementary Secondary Education Act Title I

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: the effect of instruction in critical listening on the reading progress of remedial readers; the effects of four tutoring procedures on the oral reading responses of learning disability children; the cost effectiveness of four programs for low income students; the effects of verb inflectional ending acquisition on academically failing children's literal reading comprehension; children's verbal comprehension as measured in psychometric and ecometric coordinate systems; attitudes of remedial reading, learning disabilities, and classroom teachers toward job roles; the effects of transcendental meditation on the reading achievement of learning disabled children; New York State implementation of Title I pupil selection criteria for reading programs; television script intervention as a prescriptive program for adolescent subliteracy; the relationship between teacher and principal attitude and student achievement in Title I reading programs; approaches to teaching reading to adolescent delinquents; long term effects of remedial reading programs; and the use of elementary education majors as reading tutors to disadvantaged children. (GT)

ED 177 500 CS 005 050

Wilson, Robert D.

The Why of How to Teach Reading.

Pub Date-Jan 79

Note-10p.; Paper presented at the Annual Meeting of the Claremont Reading Conference 46th, Claremont, CA, January 19-20, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, Communication (Thought Transfer), Cues, Elementary Education, Language, Language Patterns, *Language Processing, *Learning Processes, *Models, *Reading Instruction, *Reading Processes, Written Language

A schema developed for the teaching of reading involves five factors: learning, language, clues, mediums of communication, and adaptive processes. Learning involves four tasks, taught in the following sequence: comprehension, comparison of semantic shapes, composition of the whole into parts, and concentration. There are four general language characteristics, which are the bases for the four learning tasks: semantics, shape, structure, and skill. Clues involve the spelling patterns of words, the configurations of the alphabet, lexical contexts, and the source of the message. The mediums of communication are sentences, paragraphs, content, and style, all of which may be taught by means of the four learning tasks. Finally, the adaptive processes are expecting, confirming, remembering, and organizing, which correspond respectively to forming, believing, holding, and integrating hypotheses and which are all involved in each of the four learning tasks. (The paper includes the schema for the teaching of reading, a chart that shows the interaction between the learning tasks and the mediums of communication, and a list of instructional strands that have been developed to incorporate the factors of the schema.) (GT)

ED 177 501 CS 005 051

Sakiey, Elizabeth

Training and Supervising Student Tutors for College Reading Programs.

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual Meeting of the International Reading Association (24th, Atlanta, Georgia, April 23-27, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developmental Reading, Higher Education, Reading Instruction, *Reading Programs, Remedial Reading, *Supervision, Supervisory Methods, *Training Techniques, *Tutors

This paper describes the criteria for hiring student tutors for college developmental reading programs, their tutoring responsibilities, their training program, and their supervision. It enumerates some general guidelines for planning a tutoring training program and for supervising the tutors and presents specific suggestions for planning preservice and inservice programs. The areas in which college tutors often require continuing assistance, special considerations involved in supervising, common problems, and the effectiveness of college level student tutors are also discussed. (Author/TJ)

ED 177 502 CS 005 052

Reading and Study Skills: College and Adult: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July 1978 through June 1979 (Vol. 39 Nos. 1 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-20p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education, *Adult Reading Programs, Cloze Procedure, College Freshmen, *College Programs, Content Reading, Doctoral Theses, Higher Education, Postsecondary Education, Readability, Reading Achievement, Reading Comprehension, *Reading Improvement, *Reading Instruction, *Reading Research, *Study Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: the relationship between readability of written material and reading competency of upper middle class adult readers, the economic benefits of adult basic education in Alabama, structured tutoring in the community college, the effect of a college reading improvement program on reading achievement, the effect of reading instruction based on science content on engineering technology students' reading ability, the effects of training in rapid reading on the comprehension of time-compressed speech, the effects of affective training on test anxiety and reading test performance, components constituting effective adult basic education programs, the effects of cloze exercises on the reading achievement of college freshmen, the effectiveness of a modified version of SQ3R on university students' study behavior, the effects of underlining on comprehension and retention of textbook material, the relationship between self-estimation of reading ability and personality factors in college freshmen, and the relationship between standardized reading test scores and reading and writing grades of college freshmen. (GT)

ED 177 503 CS 005 053

Sleisenger, Lenore Lancaster, Joyce

Guidebook for the Volunteer Reading Teacher. Second Edition.

Pub Date-79
Note-126p.
Available from-Charles B. Slack, Inc., 6900 Grove Road, Thorofare, New Jersey 08086 ($4.50 paper)
Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Elementary Education, English (Second Language), Language Development, *Reading Diagnosis, *Reading Instruction, *Teacher Aides, Teaching Techniques, *Tutors, *Volunteers, *Volunteer Training
Identifiers-*Reading Teachers

This guidebook is specifically designed for volunteers involved in helping children learn to read. Originally published in 1965, this new edition focuses on reading education as it is expected to be in the 1980s. The information included takes a volunteer from the first meeting through diagnosis and treatment of specific problems to feedback, evaluation, and referral. This new edition includes extended chapters on diagnosis, a new chapter on English as a second language, a renewed emphasis on spoken language, suggestions for materials and practical activities, and resource information. (MKM)

ED 177 504 CS 005 054

Clark, Margaret M.
Reading Difficulties in Schools.
Pub Date-12 Nov 79
Note-112p.
Available from-Heinemann Educational Books, Ltd., 48 Charles Street, London W1X 8AH, England (2.50 pounds)
Pub Type- Reports - Research (143) - Books (010)
Document Not Available from EDRS.
Descriptors-Comparative Education, Elementary Education, Foreign Countries, Low Ability Students, *Low Achievers, Males, Primary Grades, *Reading Achievement, Reading Diagnosis, *Reading Difficulty, *Reading Research, Reading Skills
Identifiers-*Scotland

A longitudinal study of reading difficulties in schools in the county of Dunbarton, Scotland, was conducted in 1966. More than 1,500 children were tested after they had completed two years at school and were just over seven years of age. Important results included: about 15% of the children were without any independent reading skill, boys were found to be backward in a slightly greater proportion than girls, many children still confused left and right, and high absence and change of school rates were common in the total population. Two-hundred thirty of the most severely backward readers were tested again after they had completed three years in school. The results of this testing indicated that half of these children still required assistance in the basic skill of reading, the girls who were backward readers formed a smaller and less intelligent group than did the boys, the majority of the low reading ability children were of low average intelligence, and when all of the children who were of low reading ability but of average intelligence were retested, it was found that only one percent of these children were two or more years backward in reading. These 19 children (fifteen boys and four girls) were further tested and a diversity of disabilities was discovered. (MKM)

ED 177 505 CS 005 055

Jansen, Mogens And Others
The Teaching of Reading Without Really Any Method: An Analysis of Reading Instruction in Denmark.
Pub Date-78
Note-190p.
Available from-Humanities Press, Inc., Atlantic Highlands, N. J. 07716 ($14.00 paper)
Pub Type- Books (010) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Adult Reading Programs, *Beginning Reading, *Comparative Education, Educational Television, Elementary Secondary Education, Foreign Countries, Individualized Reading, Reading Comprehension, *Reading Instruction, Reading Skills, *Remedial Reading, *Speed Reading, Teaching Methods

Identifiers-*Denmark

This book describes the teaching of reading in Denmark. Topics discussed are the holistic educational approach to reading (essentially an eclectic reading method), reading instruction techniques used from kindergarten through high school, remedial instruction, individualization, and speed reading. An individualized speed reading method for adults and a survey of reading problems as described by students are also described. Appendixes include information about the Danish sytem of education and language, information about books and libraries in Denmark, content analysis of children's books and educational materials, and descriptions of national television programs in reading instruction. (MKM)

ED 177 506 CS 005 056

Banlaky, Pal, Ed. And Others

Camp for Young Readers: A Hungarian Educational Experiment.

National Szechenyi Library, Budapest (Hungary).

Pub Date-79

Note-118p.; A publication of the Centre for Library Science and Methodology

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Elementary Secondary Education, Fine Arts, Foreign Countries, *Interdisciplinary Approach, Literature Programs, Outdoor Education, *Reading Programs, *Resident Camp Programs, Sciences, Summer Programs, Teaching Methods, *Youth Programs

Identifiers-*Hungary

An educational program that provides small group living experiences for 450 to 500 young Hungarian students annually and that emphasizes the importance of reading and of an appreciation for the arts and sciences is described in this booklet. An explanation of the camp for young readers'' concept is presented in the first section, pointing out the potential for personality development and socialization. The second section outlines the organizational structure of the camps, and the third section summarizes 14 different methods, workshops, and ideas that have been effective during past camps. An epilogue presents a rationale for continuing the program, and information is included on institutions that organize and sponsor the camps for young readers in Hungary. (AEA)

ED 177 507 CS 005 057

VanDongen, Richard D.

Young Children Move into Reading Supported by a Classroom Reading Environment.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Pub Date-Oct 79
Note-8p.
Journal Cit-INSIGHTS into Open Education; v12 n2 Oct 1979
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, *Classroom Environment, *Language Experience Approach, Learning Activities, Primary Education, Reading Habits, *Reading Instruction, Role Models, *Student Experience, Student Interests, *Teacher Role
Identifiers-Reading Attitudes

To support young children in bringing all of their resources to bear on constructing meaning from print, teachers must be aware of how children learn, must make use of a variety of learning materials, and must carefully prepare the contextual setting in which children move into reading. Teachers should focus on planning a classroom reading environment that enables children's language and experiences to be brought to bear on constructing meaning. They should familiarize themselves with community resources and create a classroom environment that reflects many aspects of the community. Among the many activities they can introduce are the highlighting of children's names in contextual settings and the recording of children's observations about weather and plants. Activities can be related to children's family experiences, to their television and story reading experiences at home, and to current or seasonal interests. Teachers should also focus on developing purposes for reading that become part of daily living. Many functional classroom routines can show children the usefulness of reading, and opportunities for purposeful writing support the notion of purposeful reading. Teachers should also model reading behavior both by reading stories to children and by showing how reading meets some of their own personal needs. (GT)

ED 177 508 CS 005 059

McGuire, Marion L.

Standards for Title I Reading Programs: Support in the Literature.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.
Spons Agency-Rhode Island State Dept. of Education, Providence.
Pub Date-Jan 77
Note-111p., For related document, see CS 004 982
Pub Type- Information Analyses (070) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Compensatory Education Programs, Educational Assessment, Elementary Secondary Education, Program Content, Program Evaluation, Reading Improvement, *Reading Instruction, *Reading Programs, *School Community Relationship, *Staff Role, Standards, State Surveys
Identifiers-*Elementary Secondary Education Act Title I, *Rhode Island

This report contains a literature search that was prepared as part of a statewide study undertaken to gather, from all relevant groups of professionals and lay representatives, statements of elements thought to be critical to the operation of successful Title I reading programs.

Following an introductory chapter, four chapters provide information drawn from the literature concerning school and community involvement in Title I programs, staffing of and participation in such programs, program content and goals, and program evaluation. (FL)

ED 177 509 CS 005 060

Vaughan, Joseph L., Jr., Ed. Gaus, Paula J., Ed.

Research on Reading in Secondary Schools: A Semi-Annual Report. Monograph Number One.

Arizona Univ., Tucson.

Pub Date-Apr 78

Note-36p.; For related document, see CS 005 061

Pub Type- Collected Works - General (020) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Program Content, Reading Consultants, *Reading Instruction, Reading Programs, *Reading Research, Research Methodology, Research Needs, Research Problems, Secondary Education, *Structural Analysis

This monograph is the first in a series of semiannual reports focusing on research related to reading in secondary schools. The first section includes three reviews of literature specifically related to word analysis instruction for adolescents and to reading programs that have been examined from a research perspective. Of the two papers in the second section, one deals with the generalization of reading research conducted with elementary school students to support the use of certain activities with adolescents, and one suggests that reading specialists can and should conduct meaningful research. (FL)

ED 177 510 CS 005 061

Vaughan, Joseph L., Jr., Ed. Gaus, Paula J., Ed.
Research on Reading in Secondary Schools: A Semi-Annual Report. Monograph Number Two.
Arizona Univ., Tucson.
Pub Date-Nov 78
Note-97p.; For related document, see CS 005 060
Pub Type- Collected Works - General (020) - Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Advance Organizers, *Reading Comprehension, *Reading Instruction, *Reading Research, *Reading Skills, Secondary Education, Study Habits, *Study Skills

This monograph is the second in a series of semiannual reports that focus on research related to reading in secondary schools. The first section contains two literature reviews dealing with study habits and study skills related to reading. The second section offers two reviews related to prereading anticipation activities, including the advance organizer and the structured overview. (FL)

ED 177 511 CS 005 063

Bridge, Connie, Comp. Lemmon, Kay, Comp.

Learning to "Read" My World: Language Experiences for Young Children.

Kentucky State Dept. of Education, Frankfort. Div. of Program Development.

Pub Date-79

Note-54p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Language Enrichment, *Language Experience Approach, Learning Activities, *Prereading Experience, Preschool Education, *Reading Instruction, *Reading Programs, Teaching Techniques

The purpose of this publication is to provide kindergarten teachers with the rationale, ideas, and activities necessary for implementing an experience-based language/prereading program in their classrooms. The various sections contain a rationale for using language experience activities; suggestions for classroom management of such activities; and descriptions of language experience activities for the classroom involving active interaction, speaking and listening, functional language, movement from speech to print, and phoneme/grapheme relationships. The publication also contains a teacher's daily checklist of language experiences and a statement of concerns about preschool reading instruction. A list of resources for use in organizing language experience activities is included. (FL)

ED 177 512 CS 005 064

Hooke, Lydia R. And Others

Readability of Air Force Publications: A Criterion Referenced Evaluation. Final Report.

Air Force Human Resources Lab., Brooks AFB, Texas.; Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.
Report No.-AFHRL-TR-79-21
Pub Date-Sep 79
Note-38p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cloze Procedure, *Evaluation Criteria, Evaluation Methods, *Military Personnel, *Readability, Reading Ability, *Reading Comprehension, *Reading Level, Reading Research, *Technical Writing, Vocabulary
Identifiers-*Air Force

In a study of the readability of Air Force regulations, the writer-estimated reading grade level (RGL) for each regulation was rechecked by using the FORCAST readability formula. In four of the seven cases, the regulation writers underestimated the RGL of their regulation by more than one grade level. None of the writers produced a document with an RGL much below eleventh grade, while the intended audience's RGL for three of the seven regulations was below tenth grade. In the main portion of the study, about 900 Air Force personnel took cloze and vocabulary tests to determine the comprehensibility of each regulation to its user audience. A criterion of 40% on the cloze score, corresponding to a 75% score on traditional comprehension tests, was set as the standard for adequate comprehension. Mean scores in three fields were clearly above criterion, and the score in one additional field was borderline. Using the term literacy gap to refer to a situation where a text is written at an RGL too high for its intended readers, it was found that in all cases in which there was no such gap, comprehension was adequate. In all these cases, however, audience RGL was also quite high. In three of the four instances where a literacy gap did exist, comprehension scores were below criterion and RGL was low (below 9.2). (RL)

ED 177 513 CS 005 066

Cook, J. Michael Welch, Michael W.

Reading as a Function of Visual and Auditory Process Training. Final Report.

Alabama Univ., Birmingham. Center for Developmental and Learning Disorders.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-7 Feb 79
Grant-G007604944
Note-29p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Auditory Training, *Aurally Handicapped, Diagnostic Teaching, *Educational Research, Elementary Education, *Learning Disabilities, *Reading Achievement, Reading Instruction, *Special Education, Visually Handicapped

Fifty-three students from six to thirteen years old participated in a study designed to compare the achievement of auditorally and visually deficient learning disabled students under three different treatment methods. Once students were found to meet the study's criteria for learning disabilities, they were further assessed, and 34 students were assigned to an auditory deficit category, nine were assigned to a visual deficit category, and ten were found to have no identified process dysfunction. Subjects within each category were randomly assigned to one of three treatment procedures: auditory process training and reading, visual process training and reading, and reading only. Prescriptions were written for subjects in the auditory and visual training groups, and students in these groups were taught in subgroups of no more than six for a total of 40 hours over a 20-week period, while the reading only'' group engaged in enrichment activities. Because of the low number of subjects identified as having a visual process skill deficit, the original design of the statistical analysis was not carried out; instead, data analysis was conducted on 22 of the subjects with auditory skill deficits. The major finding was that, of these subjects, those who had the auditory training failed to show improvement in auditory skills when compared to those in the other two treatment groups. Process training therefore remains essentially nonvalidated for increasing process skills. (GT)

ED 177 514 CS 005 068

Kachuck, Beatrice Levy

Syntax in Reading Series and Reading Tests.

Pub Date-May 78
Note-20p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, TX May 1-5, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Complexit Y Level, Elementary Education, Intermediate Grades, Primary Grades, *Reading Comprehension, Reading Instruction, *Reading Materials, Reading Research, Reading Tests, *Sentence Structure, Structural Analysis, *Syntax, *Textbook Content, Textbook Evaluation
Identifiers-*Basal Reading

Six reading textbook series and two standardized reading tests were examined for their uses of 16 syntax structures and the sequential patterns of increasing complexity of syntax structures within each series. Results were as follows: although the series showed overall increases in complexity across the six grades, the increases were not sequential and did not reflect evidence that learning syntactic complexities is developmental; the complexities contributing to comprehension problems appeared frequently within each grade but with significant variability among series; and a substantial increase in frequencies of syntax complexities occurred in the fourth grade levels of the reading tests. The magnitude of uneven sequencing of complexities and the variability among the textbook series reflect an inadequate state of knowledge of how specific structures affect comprehension at each grade level. (Author/RL)

ED 177 515 CS 005 069

Horne, G. Porter

Functional Job Literacy: Implications for Instruction.

Commonwealth Center for High Technology/Education, Wellesley, Mass.

Spons Agency-Massachusetts State Coll. System, Boston.

Pub Date-79

Note-23p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Basic Skills, *Content Reading, Developmental Programs, *Functional Reading, Higher Education, *Job Analysis, Jobs, *Job Skills, Literacy, Literacy Education, Nontraditional Students, *Reading Instruction, Research, Secondary Education, Vocabulary Skills

Identifiers-*Job Reading

Many secondary and postsecondary basic skills programs are designed to assist students whose ability to succeed in traditional subject matter instruction is in question. Research done in business, industry, and particularly in the military provides procedures that may increase the likelihood of success in such programs. Analyses of on-the-job reading and writing skills have included task analysis, the use of restricted vocabularies, readability of materials, the importance of listening or verbal ability, and the difference between reading demands on-the-job and during job training. The information gathered using these procedures is of less interest than the procedures themselves, since their use is designed to provide short term training on literacy tasks of immediate importance. The first major task in developing a literacy curriculum relevant to subject matter instruction is to identify specific literacy tasks involved in students' completion of subject matter instruction. General vocabulary and technical vocabularies for each subject should be established based on actual reading demands. The transfer of basic skills instruction to subject matter instruction will be more direct and may increase retention of the skills and retention of the high-risk student. (MKM)

Higher Horizons 100, 1978-1979; Hartford Moves Ahead: An Evaluative Report

Hartford Public Schools, Conn.

Pub Date-79
Note-49p.; For related documents, see ED 058 345, ED 068 618, ED 098 267, and ED 120 294
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Achievement Gains, Attendance Patterns, *Educationally Disadvantaged, Junior High Schools, Mathematics, *Program Effectiveness, *Program Evaluation, *Reading Achievement, Secondary Education, Senior High Schools, Student Attitudes, *Student Improvement, *Supplementary Education

During its fourteenth year, the Hartford (Connecticut) school district's Higher Horizons 100 Program (HH100), a supplementary program providing groups of 100 educationally disadvantaged students with an integrated academic, cultural, and counseling program, produced a series of substantial student gains. In all but one instance, fall to spring scores on reading and mathematics achievement tests showed gains that were statistically significant. These gain levels produced changes in relative percentile standings ranging from 5 to 36 points. In addition to achievement test gains, HH100 students produced attendance patterns substantially higher than those expected for their host school and grade. These gains ranged from 3.2% to 16.9% above projected levels. While it was not determined whether HH100 students improved their attitudes toward themselves and their schools, the attitudes themselves were highly positive. (Author/RL)

ED 177 517 CS 005 073

Bean, Thomas W.

Guiding Comprehension in the Learning Assistance Setting.

Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the Western College Reading Association (12th, Honolulu, HI, April 7-10, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Composition (Literary), *Content Reading, Higher Education, Learning Laboratories, *Reading Comprehension, *Reading Improvement, *Teaching Techniques, *Vocabulary Development, *Writing Skills

University and college reading improvement teachers need a repertoire of techniques designed to guide carefully students' growth in developing independent comprehension strategies. Such strategies should avoid use of prepackaged commercial kits and collections of articles (content-simulated materials) and should stress the application by students of comprehension strategies directly to the narrative and expository materials that they are required to use in their academic course work. This approach facilitates transfer of instruction and prevents assumptive teaching often found in college reading improvement programs. One strategy for guiding growth in comprehension is the guided writing procedure, which is designed to encourage active comprehension and recall of content area material through a writing and discussion exercise. A second strategy is a brainstorming activity in developing content area vocabulary that emphasizes the active learning and retention of technical vocabulary from a content area unit. (Author/TJ)

ED 177 518 CS 005 074

Adams, Betsy And Others
Teaching Activities for Reluctant Readers.
Pub Date- 79
Note-35p.; Guide prepared at Northeast Louisiana University
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, *Learning Activities, *Reading Games, *Reading Instruction, *Teaching Techniques, Vocabulary Development

This booklet includes descriptions of more than 100 suggested activities and strategies for encouraging reluctant readers to read. The descriptions include such information as the materials needed, directions for the activity, comments, and the amount of time needed for the activity. Activities include matching antonyms, making persuasive speeches, planning cooking activities, categorizing want ads, evaluating news stories, learning vocabulary from special interest brochures, and creating a reading center in the classroom. (TJ)

ED 177 519 CS 005 075

Noble, Judith A..
Readers Theatre: Oral Reading with a Purpose.
Pub Date- 76
Note-9p.; Guide prepared at The University of Akron
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Interpretive Reading, *Literature Appreciation, *Oral Reading, *Readers Theater

Readers theatre can be an effective means of engaging children in responding to and studying literature in an enjoyable manner. It allows children time to master a part so they will be able to interpret passages instead of reading a new passage each time without practice or thoughtful consideration of the character or mood. It requires an understanding of what is being read and allows emphasis on plot sequence. Other advantages of readers theatre include forcing students to use their imaginations instead of props, motivating students (readers and hearers) to read an entire selection, providing an opportunity for self-conscious children to take part in group response activities, creating opportunities to study the part that elements other than words have to play in an interpretation, and helping students relate to an audience. Short materials with strong characterization, maximum conversation, minimum description, and a definite mood are best for readers theatre. Material can be adapted by rewriting to eliminate the "saids" while putting specific actions or interpretations in parentheses. Productions can be staged simply and the presentation taped or videotaped for a critique. (TJ)

ED 177 520 CS 005 076

Lira, Juan R.

A Psycholinguistic Analysis of Reading and Its Implications for Classroom Instruction.

Pub Date-79

Note-29p.; Research prepared at Laredo State University

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, Inservice Teacher Education, *Language Development, Language Processing, Minority Groups, *Psycholinguistics, Reading Comprehension, *Reading Development, *Reading Instruction, *Reading Processes, *Reading Research, Reading Skills, Teacher Role

The purposes of this paper are to explore the reading process from a psycholinguistic point of view and to discuss some of the implications that may have a direct bearing on children's becoming effective and efficient processors of meaning. The paper first reviews related literature in the following areas: language acquisition before school, children as learners, classroom environment, comprehension and reading, conditions promoting effective and efficient reading, and the role of the teacher. It next offers conclusions about the teaching of reading based on the research review, and concludes with recommendations concerning reading instruction. (FL)

ED 177 521 CS 005 077

Emond, Susie

The Relationships among MAT Reading Subtest Scores and Mastery of the Third Grade FSAT Reading Standards According to Pupil Race, Sex, and Intelligence.

Pub Date-Oct 79

Note-26p.; Paper presented at the Annual Meeting of the International Reading Association Great Lakes Regional Reading Conference (4th, Detroit, MI, October 18-20, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Discriminant Analysis, *Minimum Competency Testing, *Predictor Variables, Primary Education, *Reading Achievement, *Reading Research, *Reading Tests

Identifiers-*Florida Statewide Assessment Test, *Metropolitan Achievement Tests

A discriminant analysis of the relationships between 335 Florida students' first and second grade scores on the reading subtests of the Metropolitan Achievement Test (MAT) and their third grade scores on the Florida Statewide Assessment Test (FSAT) was undertaken, using race, sex, and intelligence as independent variables. Three null hypotheses were tested, suggesting that no significant relationships would be found between first or second grade MAT scores and FSAT results. Discriminant function analysis was found to be an inappropriate statistic for one of the nine FSAT standards (basic vocabulary), because only two children in the entire sample did not achieve mastery of it. A number of significant relationships were found between FSAT standards and student achievement scores after grade one, after grade two, and after both grades; therefore, all three null hypotheses were rejected. Since MAT subtests for word knowledge and word analysis significantly predicted meeting the FSAT standards, it was advised that instruction in the various subskills of these predictor variables be included in Florida schools. (RL)

ED 177 522 CS 005 078

Doane, Christine P.

The Effect of Pictures and Context Cues on the Acquisition and Retention of Sight Words.

Pub Date-Jan 79

Note-20p.; M.Ed. Thesis, Rutgers The State University of New Jersey

Pub Type- Dissertations/Theses (040)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Context Clues, Grade 1, Low Ability Students, *Pictorial Stimuli, Primary Education, Reading Instruction, *Reading Research, *Retention, Sight Method, *Sight Vocabulary, Student Ability, *Word Recognition, Word Study Skills

A study of the effects of pictures and context cues in teaching sight word vocabulary used six high ability and six low ability first grade students for each of four experimental conditions: word alone, picture, sentence with no picture (context), and sentence plus picture. The procedures included acquisition and test trials, a retention test immediately following the trials, and a delayed retention test (24 hours later). In the analysis of variance for acquisition trials, ability level was the only significant factor, with high ability children learning words in fewer trials. There were no significant differences in the immediate retention test data, because all the children responded perfectly. The analysis of variance for the delayed retention test revealed a significant picture by context by ability interaction. This pattern of interaction showed perfect retention by children of high ability for combinations of pictures and context, and differences among combinations of pictures and context for children of low ability. In this pattern, the low ability students had more correct responses when pictures alone were present and when context cues alone were present than when no pictures and no context cues were present. (Author/RL)

ED 177 523 CS 005 079

Angus, Elisabeth

What Is Reading? A Comparison of Three Models of the Reading Process.

Pub Date- 78

Note-20p.; Study prepared at York University

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, *Models, Questioning Techniques, Reading Comprehension, Reading Development, *Reading Processes, *Reading Research

Theoretical models of the reading process have been proposed by F. Smith, E. J. Gibson and H. Levin, and D. LaBerge and S. J. Samuels. These models were examined using the following questions: How are features of print processed by the brain? How important are prior knowledge and expectations to the process (top-down or bottom-up processing)? Is meaning located primarily in the text or in the mind of the reader? Does the reader ``decode to sound'' and then to meaning, or go directly to meaning? Can reading be viewed as a summation of discrete acts, or is it a unitary process? Of the three models, the ones by Smith and by LaBerge and Samuels showed the greatest divergence, with Gibson and Levin's approach holding an intermediate position. Although none of the three models discussed has yet proven its superiority, comparison of the ways each model answers the foregoing questions sheds light on some intriguing issues in contemporary research on the reading process. Reading research has not yet produced one model that is ``correct'' or preferred above all others; but comparing different views can help identify and clarify the questions that are essential to understanding the reading process. (Author/RL)

ED 177 524 CS 005 080

Stein, Nancy L. Goldman, Susan

Children's Knowledge about Social Situations: From Causes to Consequences. Technical Report No. 147.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Oct 79

Contract-400-76-0116

Note-54p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Childhood Friendship, *Children, Cognitive Processes, *Comprehension, Concept Formation, Elementary Education, *Friendship, *Interpersonal Competence, Knowledge Level, Problem Solving, *Reading Comprehension, Reading Research, Social Development, *Social Relations, Story Reading

Identifiers-*Center for the Study of Reading IL

The theme of this report is that recent theory and research related to the cognitive domain of children's comprehension of stories have implications for the social domain of children's understanding of interpersonal interaction, since there are important overlaps between the abilities necessary to comprehend stories about social events and those necessary in actual social situations. The report first discusses overlap at a theoretical level by describing similarities in the processes involved in understanding stories and in understanding social interactions; it concludes that comprehension in each domain involves the ability to make causal inferences among events, a process frequently dependent on the comprehender's prior knowledge about specific actions. It next discusses overlap at a structural level by comparing the event structure of simple stories to that of actual social events, and it shows that event structure has implications for research on the development of social skills as well as for research on the development of story comprehension skills. Finally, the report describes some research that used a storytelling procedure to ascertain children's prior knowledge about one type of social event, friendship. Throughout, the report discusses how such cognitive research overlaps with other efforts to describe and train behavioral characteristics of successful friendship interactions. (Author/GT)

ED 177 525 CS 005 081

Baker, Linda

Comprehension Monitoring: Identifying and Coping with Text Confusions. Technical Report No. 145.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Contract-400-76-0116; N00123-77-C-0622

Note-62p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Students, Connected Discourse, *Content Reading, *Critical Reading, Evaluation Methods, Psycholinguistics, *Reading Comprehension, *Reading Processes, Reading Research, *Recall (Psychological), Research Methodology

Identifiers-*Center for the Study of Reading IL, *Text Intelligibility

Comprehension monitoring was investigated by asking college students to read and recall passages that contained intentionally introduced confusions (inconsistent information, unclear references, and inappropriate logical connectives). Subjects were then told that confusions had been present and were asked to describe them and comment on how they affected comprehension. Subjects failed to report a surprisingly large proportion of the confusions. Confusions involving main points were detected more frequently than those involving details, and confusions of inconsistent information and unclear reference were more often reported than inappropriate connectives. Retrospective reports and analysis of the recall protocols revealed that failures to report confusions were often due not to failures to monitor comprehension but rather to the use of repair strategies to resolve the potential problems. (Author/RL)

ED 177 526 CS 005 082

Hall, William S. Nagy, William E.

Theoretical Issues in the Investigation of Words of Internal Report. Technical Report No. 146.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Oct 79

Contract-400-76-0116

Note-108p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Componential Analysis, Discourse Analysis, *Language Usage, *Reading Research, *Semantics

Identifiers-*Center for the Study of Reading IL

This paper outlines an approach to the study of internal state words and their use in conversation. The first section of the paper deals with the basic categories of words involved, discussing and illustrating theoretical and practical problems in defining critical components and boundaries for the class of internal state words as a whole and then for the four basic subclasses: cognitive, perceptual, affective, and intentions and desires. The second section of the paper treats two categories of usage: the semantic/pragmatic distinction, which relates to whether the lexical meaning of an internal state word contributes directly, indirectly, or not at all to the intended meaning of the utterance in which it occurs; and reflections, which relates to uses of internal state words that express or explicitly call for a person's reflection on his or her own internal state. (FL)

ED 177 527 CS 005 083

Goetz, Ernest T. And Others
The Representation of Sentences in Memory. Technical Report No. 144.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Contract-400-76-0116
Note-71p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Componential Analysis, Discourse Analysis, Learning Processes, *Memory, *Models, *Reading Processes, Reading Research, *Recall (Psychological), *Sentence Structure
Identifiers-*Center for the Study of Reading IL

Associative theory characterizes the memory's representation of a sentence as a collection of independently linked concepts. In contrast, Gestalt theory says that the representation underlying each proposition expressed in a sentence is an integral unit. A review of research indicates that previous results either have been equivocal or have supported the Gestalt position. Three new studies show that, when scored for gist, the propositions underlying simple three-word sentences are recalled completely or not at all. Another experiment indicates that one-proposition sentences containing four content words are more likely to be recalled as a whole than three-proposition sentences of the same length, and that fragmentary recall of the three-proposition sentences usually preserves the unity of constituent propositions. These results strongly support the Gestalt position over any associative model that has been proposed. (Author/RL)

ED 177 528 CS 005 084

Scheuneman, Janice Mitchell, Blythe C.

Sex Differences in Prereading Skills in Beginning Kindergarten.

Pub Date-Apr 79

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Beginning Reading, Females, Grade 1, Individual Differences, Kindergarten, Males, Predictor Variables, Prereading Experience, Primary Education, *Reading Achievement, *Reading Readiness, *Reading Readiness Tests, *Reading Research, *Sex Differences, Standardized Tests

Identifiers-*Metropolitan Readiness Tests

Data collected during the standardization of the 1976 Metropolitan Readiness Tests (MRT) were examined to provide information on sex differences in prereading skills. The MRT are designed for administration either at the beginning of kindergarten or between kindergarten and first grade. Performance on the six subtests and the total test on both forms of the MRT favors girls. Boys' scores are consistently more variable than girls' scores. Performance differences favoring girls occur not just at the mean, but throughout the distribution. Boy/girl differences are also apparent when absolute performance standards are set. Item data show that 111 of the 152 items from the two forms of the MRT favor girls, 16 significantly. A stepwise multiple regression analysis shows that subject sex is not a significant predictor of achievement, but that the two best predictors of end-of-year reading achievement (letter recognition and visual matching) are two of the MRT subtests where sex differences are largest. Although the data support the conclusion that girls have better prereading skills at the time of initial school entrance, they do not support the use of differential instructional treatment for boys and girls. (RL)

ED 177 529 CS 005 085

Sattler, Jerome M. And Others

Relationship between PPVT and WISC-R in Children with Reading Disabilities.

Pub Date- 79
Note-12p.; Research prepared at San Diego State University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Children, *Comparative Analysis, Educational Research, Elementary Education, Intelligence Level, *Intelligence Quotient, *Intelligence Tests, *Reading Difficulty
Identifiers-*Peabody Picture Vocabulary Test, *Wechsler Intelligence Scale for Children (Revised)

The Peabody Picture Vocabulary Test (PPVT) was compared to the Wechsler Intelligence Scale for Children, Revised (WISC-R) in a sample of 30 children with reading disabilities who had been referred to a university clinic. All the children completed the WISC-R; nineteen children completed Form A and eleven children completed Form B of the PPVT. All the children took the tests within a three-week period. The PPVT Form A IQ scores were significantly higher than the WISC-R Verbal IQ, Performance IQ, and Full Scale IQ scores. The PPVT Form B IQ scores were significantly higher than the WISC-R Verbal IQ scores, but not significantly higher than the WISC-R Performance IQ or Full Scale IQ scores. In one case, the PPVT IQ was 43 points higher than the WICS-R IQ. Correlations between the PPVT Form A and WISC-R Verbal, Performance, and Full Scale IQs were moderately significant. Correlations between the PPVT Form B and the WISC-R were not significant. Results suggest that the two tests do not provide interchangeable IQs for reading disabled children. (Author/RL)

ED 177 530 CS 005 086

Bingham, Jane M.

Pictorial Treatment of Blacks and Teaching Picture Reading Skills in Order to Enrich Children's Vocabularies.

Pub Date-Oct 79

Note-12p.; Paper presented at the Annual Meeting of the International Reading Association Great Lakes Regional Reading Conference (4th, Detroit, MI, October 18-20, 1979) ; Best copy available

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Blacks, *Black Stereotypes, *Childrens Literature, Cognitive Development, *Cultural Awareness, Elementary Education, *Illustrations, Literary Influences, *Pictorial Stimuli, *Race Relations, Teaching Techniques, Vocabulary Development

This paper discusses the relation of the treatment of black characters in illustrations in children's reading materials to children's picture reading skills and vocabularies. Pointing out that illustrations introduce children to a wide range of experiences, it argues that using illustrations of black characters strengthens children's critical reading/thinking skills while strengthening their knowledge about physical characteristics, life styles, and environments that are pictured for black characters. The paper notes that black children can also learn about white children and about other subjects in the same way. It provides several suggestions for using illustrated books to help increase children's understandings and vocabularies and offers a list of illustrated picture books depicting black characters that can be used as discussion starters. The paper concludes with a list of criteria for evaluating picture books, including illustrations, text, format, and comparisons. (TJ)

ED 177 531

CS 005 089

Ogletree, Earl J. Lillie, Marianne
Motor Development and Reading Achievement.
Pub Date- 76
Note-7p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Beginning Reading, *Child Development, Cognitive Development, *Integrated Activities, *Motor Development, Perceptual Motor Learning, Primary Education, Psychomotor Skills, *Reading Achievement, *Reading Instruction

Past studies in child development have clearly established that motor development is the basis for later, higher-order developmental processes. The motor developmental approach to learning focuses on the acquisition of skills and concepts in various academic subjects through motor activities. It is based partly on the theory that children, being predominantly movement-oriented, will perform better when "academic learning" occurs with some kind of pleasurable physical activity. Three recent studies have shown that children have become better readers and more favorably oriented to academic activities when a motor developmental approach augmented reading and other types of language instruction. (RL)

Yellin, David

An Investigation of Two Instructional Strategies for Reading Comprehension Using Cloze Procedures.

Pub Date-Nov 79
Note-17p.; Paper presented at the Annual Meeting of the Pacific Reading Research Symposium (2nd, Tucson, AZ, November 9, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cloze Procedure, Comparative Analysis, Elementary Education, Grade 5, Reading Ability, *Reading Comprehension, *Reading Instruction, *Reading Research, Reading Skills, *Teaching Techniques

The purpose of this investigation was to discover whether any significant differences in reading comprehension would occur when either a "product" or a "process" cloze procedure was used as a teaching technique. The product approach is based on one correct answer per cloze blank, while the process approach considers all answers relative to the reader's experiential background and to the quality of discussion about the cloze passages. Each of the two approaches was used in two fifth grade classrooms. After the 104 subjects were ranked by their scores on the Gates-MacGinitie Reading Test, they completed a 50-item cloze pretest, 30 instructional treatment cloze exercises, and a 50-item cloze posttest. Using a two-way analysis of covariance, no significant differences were found between the product and process approaches or between the high, average, and low readers. (RL)

The Mississippi Catalog of Competencies for Public Elementary and Secondary Reading.

Mississippi State Dept. of Education, Jackson.
Pub Date-Sep 75
Note-128p.; Parts marginally legible
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affective Objectives, Basic Skills, *Behavioral Objectives, *Competence, Developmental Reading, *Educational Objectives, Elementary Secondary Education, *Performance Based Education, *Reading Ability, *Reading Skills, Remedial Reading

This report represents Phase Three of the "Continuing Plan for Education in Mississippi," which sought to develop a catalog of the precise reading competencies that students in Mississippi's public elementary and secondary schools would be expected to achieve by the time they reached particular grade levels. Chapter One is an introduction to the whole instructional improvement project and to Phase Three in particular. Chapter Two outlines the procedures that were used to collect and identify the competencies. Chapter Three lists the reading competencies for elementary levels one through six, for remedial reading at the primary and intermediate levels, for developmental reading at the junior and senior high school levels, and for remedial reading at the junior and senior high school levels. Chapter Four lists 12 conclusions and eight recommendations resulting from Phase Three. The materials used during Phase Three are appended. (RL)

ED 177 534 CS 005 096

Felsenthal, Helen

Factors Affecting Reading Achievement.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date-9 Jan 78

Note-34p.

Available from-Research for Better Schools, 444 North Third St., Philadelphia, PA 19123 ($1.50)

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Improvement Educational Problems, Elementary Education, *Inservice Teacher Education, Performance Factors, *Reading Achievement, Reading Comprehension, *Reading Instruction, *Reading Programs, Research Needs, Research Utilization, *Success Factors, *Teacher Improvement

A review of literature indicates that schools with effective reading programs tend to have common characteristics, such as a strong commitment to improved reading; a competent teaching and administrative staff; clearly defined objectives; a structured, intensified program; adequate assessment techniques; a variety of materials; and parental support and involvement. Many of the problems concerning the teaching and learning of comprehension result from a lack of basic knowledge of comprehension processes; and although research is currently studying the comprehension process, a gap still exists between what is known and what is practiced. Research to translate existing findings into instructional strategies is sorely needed, and transmitting such information to teachers also presents a problem. Continuing teacher education seems to offer both the greatest promise for improving reading and yet, in terms of time and resources, the greatest problem. (Author/RL)

ED 177 535 CS 005 098

Owoc, Paul, Ed.
Diagnosis & Prescription.
Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Contract-300-78-0474
Note-9p.
Journal Cit-Reporting on Reading; v5 n6 Sep 1979
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cerebral Dominance, *Diagnostic Teaching, Learning Difficulties, Program Development, *Reading Diagnosis, *Reading Difficulty, *Reading Instruction, *Reading Programs, Reading Research, *Teaching Techniques
Identifiers-*Right to Read

This report focuses on techniques that can be used to learn more about the strengths and shortcomings of reading programs, of the teaching of reading, and of the students involved. The first article provides information about the Handbook of Planning an Effective Reading Program,'' a guide published by the California State Department of Education and designed to help school personnel analyze their proposed or existing reading programs. The second article offers suggestions for teaching reading in a diagnostic/prescriptive manner, while the third discusses George Spache's six principles to govern reading diagnosis and remediation. The final article discusses the role of right and left brain hemisphere functions. (FL)

ED 177 536 CS 005 100

Hunter, William J. And Others

Which" Comprehension? Artifacts in the Measurement of Reading Comprehension.

Pub Date-Sep 79
Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, *Content Reading, Differences, Elementary Education, *Evaluation Methods, Grade 5, Measurement Instruments, *Reading Comprehension, *Reading Diagnosis, *Reading Research, *Research Problems, Testing, *Testing Problems

Differences in 164 fifth grade students' reading comprehension scores were obtained with four different tasks typically used to measure comprehension (multiple choice, recall, cloze, and maze), using four different reading passages that were equated according to readability formulas. Data analyses revealed significant effects for passage, task, and an interaction between task and passage. It was concluded that the choice of a particular comprehension passage and testing procedure, whether in research or practice, may lead to conclusions that inappropriately generalize to other operational definitions of reading comprehension. These results suggest serious limitations of most contemporary reading comprehension research and testing. (Author/RL)

ED 177 537 CS 005 101

Christopherson, Steven L. And Others
Effects of Semantic Context on Thought Processes in Reading.
Pub Date-Sep 79
Note-11p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Reading, *Context Clues, Critical Reading, High School Students, *Reading Comprehension, Reading Processes, *Reading Research, *Recall (Psychological), Retention, Secondary Education, *Thought Processes

When 35 high school students read a short passage either with or without a meaningful context, those students who read the passage with a context recalled more of the passage. A think-aloud procedure revealed differences in processing during reading. Readers with a context relied more on prior knowledge to understand the text than did readers without a context. Readers with a context also made fewer attempts to represent the meaning, more attempts to compare text meaning with prior knowledge, and more attempts to construct new meaning. The improved recall for readers with a context replicated an earlier finding for listeners. (Author)

ED 177 538 CS 005 102

Afflerbach, Peter P. And Others

A Basic Vocabulary of Federal Social Program Applications and Forms.

Pub Date-Oct 79

Note-12p.; Paper presented at the Annual Meeting of the International Reading Association Great Lakes Regional Reading Conference (4th, Detroit, MI, October 18-20, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Federal Programs, Functional Reading, *Literacy Education, *Questionnaires, *Readability, *Reading Research, *Vocabulary

A study of the application forms for Social Security, Supplemental Security Income, public assistance, food stamps, Medicaid, and Medicare was conducted to examine the frequently occurring unfamiliar, specialized vocabulary words. It was found that 76 such words occurred at least ten times in the documents studied. A large number of other unfamiliar words occurred less frequently. It was suggested that literacy programs seeking to develop functional reading skills might incorporate the most frequently found words in their classes, that alternative methods of eliciting required information could be found, and that the application forms might be simplified using plain language. (TJ)

Bratton, Mary Elizabeth Cataldi
System for Integrated Language Communications Observation, SILCO. Observer Manual.
Pub Date-Sep 78
Note-39p.
Pub Type- Guides - General (050) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Communication, *Classroom Observation Techniques, Classroom Research, Classroom Techniques, Elementary Education, *Language Arts, *Observation, *Speech Communication

This observer's manual is designed to familiarize people with the System for Integrated Language Communications Observation (SILCO), which rates the degree of integrated language communications instruction occurring in elementary classrooms during 40-minute time blocks. Sections of the manual discuss SILCO's development, organization, identification procedures, and ways to assure reliability. Five categories of the system are outlined, including how the language arts are integrated through the instructional organization of the classroom, the kinds of resources used for communication, the specific communication skills that are emphasized and developed, children's involvement in real life experiences, the involvement of two or more of the language arts (the integrative qualities) in student communication activities, teacher/student planning, classroom environment, teacher/student evaluation, and other content areas. Following detailed descriptions of the individual items on the SILCO form, instructions for recording and scoring the entries are discussed. (RL)

Ferguson, Mary Ann

Some Empirically-Generated Public Relations Roles and Associations with Various Descriptive Variables.

Pub Date-Aug 79
Note-24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, Communication (Thought Transfer), *Job Analysis, Job Skills, *Occupational Information, *Occupational Surveys, *Public Relations, *Role Perception

Eight public relations specialization roles were developed from a survey of members of the Public Relations Society of America. The roles are: problem solver manager, journalist/technical communicator, researcher, staff manager, good will ambassador, meeting organizer, personnel/industrial relations manager, and public/community relations developer. Several descriptive variables were associated with these roles. Those who worked in public relations agencies tended to indicate that a problem solver/manager role was most appropriate for themselves, while those in nonagency organizations tended to indicate that a journalist/technical communicator role or a good will ambassador role was most appropriate. Females tended to indicate that they saw their roles as journalist/technical communicator, good will ambassador, or meeting organizer. The older the practitioners the more likely they were to indicate a public/community relations role as appropriate. The more experience in public relations, the more the practitioners saw themselves as problem solver/managers. The higher the salary of practitioners and the level of their education, the less likely they were to indicate that a journalist/technical communicator, good will ambassador, or a meeting organizer role was appropriate for themselves. (Author/FL)

ED 177 541 CS 205 043

Silva, Dolores Polk, Tobye P.

Toward Collaboration in Program Development.

Pub Date-Mar 79
Note-13p.; Paper presented at the combined Annual Meeting of the Conference on English Education and Secondary School English Conference (Pittsburgh, Pennsylvania, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cooperation, *Cooperative Planning, *Curriculum Development, Curriculum Planning, English Curriculum, *English Education, *Interdisciplinary Approach, Program Design, *Program Development, Program Planning, *Teacher Education

That program development for the preparation of English teachers requires the collaboration of curricularists, educational philosophers and psychologists, and content specialists is the focus of this paper. One orientation to program development is considered in a discussion of social foundations, curriculum theory and development, English education, and educational psychology. A proposal for the collaboration of specialists from those four areas is presented. (AEA)

ED 177 542 CS 205 047

Grunig, James E.

A Simultaneous Equation Model for Intervention in Communication Behavior.

Pub Date-Aug 79

Note-44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiences, *Behavior Patterns, *Communication (Thought Transfer), Information Dissemination, *Information Theory, *Intervention, *Mass Media, Media Research

Identifiers-Agenda Setting, *Audience Response, *Media Effects

As counterexamples to J. E. Grunig and J. B. Disbrow's probabilistic theory of communication behavior, which assumes that receivers have almost total control over communication behavior and that the only control possible for communicators is to limit communications to those publics most likely to be communicating with them, this paper cites instances when media coverage of seemingly irrelevant issues or advertising campaigns have themselves stimulated public communication. The paper then reformulates Grunig's multisystems theory of communication behavior as a set of simultaneous equations to explain these counterexamples. The presented equations conceptualize interactions among four independent variables problem recognition, level of involvement, constraint recognition, and presence of a referent criterion as well as the feedback effects of two dependent variables, information seeking and information processing, upon the independent variables. The paper contends that the model offers two possible means of entering the equation system to control audiences' communication behavior: through passive information processing and through actual involvement of the audiences in the situation. Finally, the paper uses the model to explain the knowledge gap'' and the necessary conditions for the agenda setting effect of the media. (FL)

ED 177 543 CS 205 053

Knudson, Jerry W.
The Chilean Press Since Allende.
Pub Date-Aug 79
Note-28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Censorship, Foreign Countries, *Freedom of Speech, Government Role, *Journalism, *Mass Media, *Newspapers, *Periodicals, Radio, Television, Totalitarianism
Identifiers-*Chile

Based on interviews with 19 Chilean editors, government officials, heads of professional associations, and journalism education directors, this paper deals with the role of the press in Chile and with its future under the current military government. Following a review of the events concerning press control and censorship that followed the overthrow and murder of President Salvador Allende in 1973, the paper considers the relationship of the military government with each of the newspapers and magazines currently published in Chile and also examines the role of that country's radio and television stations. The paper concludes with a discussion of the future of the Chilean press under the new constitution. (FL)

ED 177 544 CS 205 067

Nwankwo, Robert L.

Ethnicity and Mass Communication.

Pub Date-Aug 79

Note-44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cultural Exchange, *Ethnic Groups, *Ethnicity, Group Relations, *Interaction Process Analysis, *Journalism, *Mass Media, *Media Research

Identifiers-Advertising, *Communication Research

This paper discusses the intercultural communication body of knowledge and focuses on the ethnicity and mass communication. The orientation and tradition of communication research in the United States is discussed; the findings of some mass communication studies that have subject matter or variables related to mass ethnicity are summarized; the social science literature underlying these studies is explored; and the relationship between communication, community, and ethnicity is examined. It is concluded that, in regard to the relationship between the mass media and minority ethnic groups, it seems that those studies that are not primarily aimed at increasing advertiser access to minority groups have contributed more to advance ethnic group communication research than advertiser oriented research. It is noted that research in the United States has concentrated on patterns of minority assimilation, indicating a failure to recognize multiethnicity in American society. A theory of ethnicity as communication, especially in the framework of symbolic interaction, is proposed as having explanatory and predictive power regarding processes of intergroup relations. (MKM)

ED 177 545 CS 205 087

Yowell, Bob

A Comparison of Creative Dramatics in Sequence and the Advantages of Improvisational Drama in Teaching Children.

Pub Date- 79
Note-27p.; Report prepared at the University of Arkansas
Pub Type- Reports - Evaluative (142) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affective Objectives, Cognitive Development, Cooperation, *Creative Dramatics, *Creative Expression, *Drama, Educational Objectives, Elementary Education, Sequential Approach, *Student Development, Teaching Techniques
Identifiers-*Improvisation

Based on the belief that improvisational drama is superior to the traditional approach of sequence drama, this paper tells some advantages and methods of improvisational drama and compares the two methods with respect to educational goals. After defining sequence drama (a sequence of activities typically beginning with interpretive movement and moving eventually to the creation of original dramas) and improvisational drama (drama without a script), the paper notes several values of improvisation, suggests methods for beginning improvisational drama with children, presents an anecdote that shows how improvisational drama succeeded with a first grade class that had a great deal of trouble working together, tells how improvisational drama can be used to develop the self, and suggests ways a teacher can field ideas from children without destroying their enthusiasm. It then presents a comparison of the way sequence and improvisational drama make use of a number of elements of drama (including script, pantomime, movement, and character) and the way they contribute to a number of educational goals (including sensory, language, and thought development; creativity; and self-discovery). The paper concludes that improvisational drama involves all the elements of sequence drama while encouraging a greater amount of creativity, thinking, commitment, and feeling. (GT)

ED 177 546 CS 205 104

Kanervo, Ellen W.

How People Acquire Information: A Model of the Public Affairs Information Attainment Process.

Pub Date-Aug 79
Note-37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Developing Nations, *Educational Background, Foreign Countries, Information Seeking, *Information Sources, *Knowledge Level, *Mass Media, Media Research, Models, *Public Affairs Education, Radio, *Socioeconomic Background, Socioeconomic Status
Identifiers-Venezuela

A public affairs information acquisition model postulated 26 causal lines among the background variables parental status, educational attainment, income, social/political participation, five communication sources, and public affairs information status. Since this sequential model had 35 possible paths among the variables but hypothesized that only 26 paths were influential, it was proposed that the model would be found useful if the coefficients for the 26 predicted causal lines were found to be considerably greater than those coefficients for the lines without predictions. The model was tested in Barquisimeto, Venezuela, using a sample of 636 adults with varying socioeconomic and educational backgrounds; and the data fit the hypothesized informational status attainment model fairly well. The major differences between the predicted and actual models centered around the participation variable, which did not have significant coefficients for the causal lines leading to and emanating from it. Another difference was the relatively poor performance of magazine exposure as a predictor of information holding. Attention to radio and television public affairs programing had significant effects, suggesting that these media (especially radio) help narrow the knowledge gap between rich and poor in developing nations. (RL)

ED 177 547 CS 205 119

Poulsen, Richard C.

Non-Logical Discourse: Key to the Composing Process?

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, MN, April 5-7, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anthropology, *Composition (Literary), Cultural Background, Diachronic Linguistics, *Discourse Analysis, Human Development, *Imagination, Mythology, *Neurological Organization, Psychology, *Thought Processes

Identifiers-*Composition Process

One niche in which scholars have not looked for keys to the composing process is the sometimes illusory but vital area of nonlogical discourse, which includes fantasy, hallucination, dream, reverie, vision, trance and meditation. Abundant evidence exists about the genesis, importance, and use of nonlogical discourse, but this evidence comes mainly from anthropologists, folklorists, psychologists, and mythographers. Many of these sources attribute nonlogical discourse to thought patterns of the primitive mind, hypothesizing that the creation of language and human religious impulses, both right hemispheric functions, complemented each other as cultures and written expression developed. Tribal initiation rites and naming are examples of how static, expressive discourse is used by people to satisfy their deities and the spirits of others. For primitive cultures, the sounds and noises of ceremonial, mythological, and religious actions are the basic language of life. Freud's research of dreams and the unconscious shows that the differences between the primitive and the modern mind may be found simply in the ratio of conscious to unconscious thought. Thus the composing process has nonlogical beginnings and developments; and studying the nonlogical forms of composing should help develop a better understanding of the modern composing process. (RL)

ED 177 548 CS 205 138

Kuntz, Elaine M.

Developing Elaborating Skills in Writing Based on Theories of Language and Learning.

Pub Date-79
Note-23p.; Research prepared at Fordham University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), Curriculum Development, *Curriculum Research, *Descriptive Writing, Educational Research, *Experimental Curriculum, Nonverbal Communication, Secondary Education, *Writing Skills
Identifiers-*Gagne (Robert M)

Seventy tenth grade English students participated in a study comparing the effectiveness of two composition curricula for improving writing skills. The investigator-designed writing curriculum was based on R. M. Gagnes' hierarchy of intellectual skills (verbal chains, discriminations, concrete concepts, defined concepts, rules, and higher-order rules) and emphasized items of nonverbal communication. It was compared to a commercially published curriculum that used a literary model for developing written elaborating skills. The comparisons the study addressed included the differences in the written elaborating skills the students acquired and the interactions between sex and treatment and between school and treatment. The results indicated that the quantity of writing was not affected in either treatment, that females were more verbal than males, and that students significantly increased their elaborating skills in descriptive writing with the experimental writing curriculum. (AEA)

ED 177 549 CS 205 150

Damashek, Richard
Teaching Modern Literature: Poetry and Fiction.
Illinois State Office of Education, Springfield.
Pub Date-78
Note-37p.; Language Arts Monograph; Not available in paper copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, English Instruction, *Fiction, *Literary Analysis, Literary History, Modernism, Novels, *Poetry, *Twentieth Century Literature

This monograph, part of a series for language arts teachers, discusses the essential components for teaching modern poetry and modern fiction. The section on modern poetry considers traditional versus modern poetry, modernism in poetry, imagism, the function of poetry in modern times, social change in poetry, and offers a brief list of recommended poems. The section concerned with the teaching of modern fiction includes discussions of modernism and modern fiction, the poetics of modern fiction, and how to teach novels. It also offers analyses of specific works, and brief discussions of other recommended works of fiction. A selected bibliography on theories, modernism, modern poetry, and modern fiction and a list of professional organizations are attached. (RL)

ED 177 550 CS 205 154

Britton, James And Others

Keeping Options Open Writing in the Humanities.

London Univ. (England). Inst. of Education.; Schools Council, London (England).

Pub Date-74

Note-30p.; For related documents, see CS 205 154-161

Available from-Export Department, Ward Lock Educational, 116 Baker St., London W1M 2BB, England ($10.00 plus $1.00 postage, for entire set; individual copies are not available)

Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Composition (Literary), *Educational Research, Foreign Countries, Secondary Education, Skill Development, Student Participation, Student Teacher Relationship, Teaching Techniques, *Writing Skills

Identifiers-*Composition Process, England, *Writing Across the Curriculum Project (England)

This is one in a series of eight discussion pamphlets produced by the Writing Across the Curriculum Project dealing with some of the issues connected with writing in the schools and their relation to learning. This pamphlet focuses on project work in the humanities. It uses examples of the writings of 14- to 16-year-old students to demonstrate the range of function and intended audience evident in writing from first-hand experience when students are given freedom in their choice of form and in the pace of their writing. (FL)

ED 177 551 CS 205 155

Language and Learning in the Humanities. Papers from a Seminar with Humanities Teachers (Essex, England, February, 1975).

London Univ. (England). Inst. of Education.; Schools Council, London (England).

Pub Date-76

Note-49p.; For related documents, see CS 205 154-161

Available from-Export Department, Ward Lock Educational, 116 Baker St., London W1M 2BB, England ($10.00 plus $1.00 postage, for entire set; individual copies are not available)

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Composition (Literary), Educational Games, Foreign Countries, Geography Instruction, History Instruction, *Humanities, Language Usage, Learning Theories, Secondary Education, *Student Teacher Relationship, Teaching Techniques, *Writing Skills

Identifiers-*Composition Process, England, *Writing Across the Curriculum Project (England)

This is one in a series of eight discussion pamphlets produced by the Writing Across the Curriculum Project dealing with some of the issues connected with writing in the schools and their relation to learning. The eight papers in the pamphlet were drawn from a seminar involving 11 geography, history, and English teachers and are concerned with ways of making learning more accessible to more students more of the time. The first two papers deal with ways in which students and teachers might work together more closely, while the following three papers are concerned with geography games in integrated studies and with the language use that such games encourage. The next two papers deal with ``opening up'' history and with an account of tape recording students as a means of helping them to ``relive the past.'' The final paper suggests that ``poetic'' writing is important in all subjects and explains why. (FL)

Martin, Nancy And Others

From Information to Understanding: What Children Do with New Ideas.

London Univ. (England). Inst. of Education.; Schools Council, London (England).

Pub Date-74

Note-34p.; For related documents, see CS 205 154-161

Available from-Export Department, Ward Lock Educational, 116 Baker St., London W1M 2BB, England ($10.00 plus $1.00 postage, for entire set; individual copies are not available)

Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cognitive Processes, *Composition (Literary), Foreign Countries, Language Development, *Language Role, *Language Usage, *Learning Processes, Secondary Education, Student Teacher Relationship, *Writing Skills

Identifiers-*Composition Process, England, *Writing Across the Curriculum Project (England)

This is one in a series of eight discussion pamphlets produced by the Writing Across the Curriculum Project dealing with some of the issues connected with writing in the schools and their relation to learning. This pamphlet is concerned with what is involved in the learning of new ideas and what part language plays in the process. It includes transcripts of conversations with students working in a variety of school subjects, who are in the process of dealing with new information. (FL)

Language Policies in Schools Some Aspects and Approaches.
London Univ. (England). Inst. of Education.; Schools Council, London (England).
Pub Date-77
Note-99p.; For related documents, see CS 205 154-161
Available from-Export Department, Ward Lock Educational, 116 Baker St., London W1M 2BB, England ($10.00 plus $1.00 postage, for entire set; individual copies are not available)
Pub Type- Information Analyses (070) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Composition (Literary), Curriculum Development, Foreign Countries, Integrated Curriculum, Language Role, *Language Usage, *Policy Formation, *School Policy, Secondary Education, *Teacher Role, Writing Skills
Identifiers-*Bullock Committee Report (England), *Writing Across the Curriculum Project (England)

This is one in a series of eight discussion pamphlets produced by the Writing Across the Curriculum Project dealing with some of the issues connected with writing in the schools and their relation to learning. This pamphlet is concerned with various aspects of the Bullock Committee Report. The first section maps the various ways in which teachers have approached the Bullock Report's recommendation of creating a common language policy in their schools. The second section is concerned with some of the main ideas that lie behind the Bullock Committee's recommendations about language policies, including the relation of language to thinking, the role of the student's own language in new learning situations, and the problem of assessing written work. The final section, which describes the work of a group of humanities teachers who together examined writing, illustrates how discussion can influence what happens next in the classroom and how a language policy group can find a context for the consideration of students' work that is not solely concerned with assessment in the examination sense. (FL)

ED 177 554 CS 205 158

Medway, Peter And Others

From Talking to Writing.

London Univ. (England). Inst. of Education.; Schools Council, London (England).
Pub Date 73
Note-29p.; For related documents, see CS 205 154-161
Available from-Export Department, Ward Lock Educational, 116 Baker St., London W1M 2BB, England ($10.00 plus $1.00 postage, for entire set; individual copies are not available)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Composition (Literary), Foreign Countries, Language Patterns, *Language Role, *Language Usage, Learning Theories, Oral English, Secondary Education, *Speech Communication, Teaching Techniques, *Writing Skills
Identifiers-*Composition Process, England, *Writing Across the Curriculum Project (England)

This is one in a series of eight discussion pamphlets produced by the Writing Across the Curriculum Project dealing with some of the issues connected with writing in the schools and their relation to learning. This pamphlet explores differences between students' talk and their writing in school contexts. It notes the value of expressive language and talk in dealing with new ideas and examines some of the things that can be done well in writing and not necessarily done at all in speech. (FL)

ED 177 555 CS 205 159

Martin, Nancy And Others
Why Write?
London Univ. (England). Inst. of Education.; Schools Council, London (England).
Pub Date-73
Note-31p.; For related documents, see CS 205 154-161
Available from-Export Department, Ward Lock Educational, 116 Baker St., London W1M 2BB, England ($10.00 plus $1.00 postage, for entire set; individual copies are not available)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Communication (Thought Transfer), *Composition (Literary), Foreign Countries, Language Usage, Learning Theories, Secondary Education, *Teaching Techniques, *Writing Skills
Identifiers-*Composition Process, England, *Writing Across the Curriculum Project (England)

This is one in a series of eight discussion pamphlets produced by the Writing Across the Curriculum Project dealing with some of the issues connected with writing in the schools and their relation to learning. This pamphlet contains five papers that are concerned with the ways in which writing changes under the influence of who it is for and what it is doing. The papers present descriptions of the major kinds of writing and offer illustrations of the ways they have been used by children in their early secondary school years. (FL)

ED 177 556 CS 205 160

Martin, Nancy And Others

Writing in Science Papers from a Seminar with Science Teachers (Essex, England, May 1974).

London Univ. (England). Inst. of Education.; Schools Council, London (England).

Pub Date-75

Note-63p.; For related documents, see CS 205 154-161

Available from-Export Department, Ward Lock Educational, 116 Baker St., London W1M 2BB, England ($10.00 plus $1.00 postage, for entire set; individual copies are not available)

Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Composition (Literary), Foreign Countries, Learning Theories, *Science Instruction, Secondary Education, *Teaching Techniques, *Writing Skills

Identifiers-*Composition Process, England, *Writing Across the Curriculum Project (England)

This is one in a series of eight discussion pamphlets produced by the Writing Across the Curriculum Project dealing with some of the issues connected with writing in the schools and their relation to learning. The seven papers in this pamphlet were drawn from a seminar involving a small number of science teachers and cover a variety of topics, including science as a process rather than a body of knowledge, the contribution of writing tasks to a child's scientific understanding, provision of a range of audiences in science writing, and the implications for language development of the sorts of tasks being set on science worksheets. (FL)

ED 177 557 CS 205 161

D'Arcy, Pat

The Examination Years: Writing in Geography, History and Social Studies.

London Univ. (England). Inst. of Education.; Schools Council, London (England).

Pub Date-78

Note-54p.; For related documents, see CS 205 154-161

Available from-Export Department, Ward Lock Educational, 116 Baker St., London W1M 2BB, England ($10.00 plus $1.00 postage, for entire set; individual copies are not available)

Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Composition (Literary), Foreign Countries, *Geography Instruction, *History Instruction, Learning Theories, Secondary Education, Social Studies, *Student Evaluation, *Writing Skills

Identifiers-*Composition Process, England, *Writing Across the Curriculum Project (England)

This is one in a series of eight discussion pamphlets produced by the Writing Across the Curriculum Project dealing with some of the issues connected with writing in the schools and their relation to learning. This pamphlet is specifically concerned with writing in the areas of geography, history and the social studies for the teacher as examiner.'' Among the topics discussed in the six chapters are the current situation; the aims and objectives of two new courses in geography and the humanities; disconnected writing; connected writing, involving students working from both first-hand and second-hand sources of information; and changes in emphasis in the kinds of writing being required. (FL)

ED 177 558 CS 205 163

Bechtel, Judith

Videotape Analysis of the Composing Processes of Six Male College Freshmen Writers.

Pub Date-Feb 79

Note-34p.; Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (14th, Des Moines, Iowa, February 15-17, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Classroom Observation Techniques, College Students, *Composition (Literary), Educational Research, Higher Education, *Individual Characteristics, Males, Student Ability, *Student Behavior, Writing Skills

Identifiers-*Composition Process

The purpose of this research was to identify and analyze student writing strategies and procedures. Six male college students, three high scorers and three low scorers on the Differential Aptitude Test, were videotaped while they wrote their regular English class assignments, two summaries and two essays. For each writing session, the students reported their attitudes toward the assignments and their evaluations of the work they did. After all assignments were completed, final interviews elecited information on the students' self concepts, attitudes, family backgrounds, schooling, and language experiences. Among the taxonomies distinguishing the subjects were focuses of attention, kinds of changes made, nervous accompanying behaviors, getting beyond long pauses, spelling strategies, and prewriting strategies. Data from the study provided the following insights: The methodology, getting a videotaped chronology of writing and recording observed behaviors, proved sensitive to many aspects of the composing process. Although no ideal writer emerged, certain traits distinguished effective writers from ineffective ones. As expected, favorable evaluations of compositions correlated with high verbal ability, positive self concept, a history of pleasurable experiences with reading, and determination to do well in school. (RL)

ED 177 559 CS 205 164

Ohrn, Karin B.

Photographs as Political Statements: A Case Study of Picture Editing in the German Illustrated Press and Its Impact on American Picture Magazines, 1926-38.

Spons Agency-Deutsche Forschungsgemeinschaft, Bonn - Bad Godesberg (West Germany).; Iowa Univ., Iowa City.

Pub Date-Aug 79

Note-31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Historical Materials (060) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Foreign Countries, *History, Journalism, *Layout (Publications), *Media Research, News Media, *Periodicals, Photographs, *Photography, Political Socialization, *Popular Culture

Identifiers-*Germany

A comparison of photographs in four German magazines published from 1926 to 1933 with photographs appearing in ``Fortune'' and ``Life'' from 1930 to 1938 reveals specific patterns and techniques by German photographers, who later emigrated to the United States, that served as models for ``Life'' and for subsequent American magazines. The analysis of this evolution of the photo essay consisted of identifying the form or layout used (photomontages, regular features, single picture pages, multiple page series photographs, and use of graphic elements), and the styles of individual photographers (based on credit lines under photographs). The cosmopolitan tendencies of the Weimar years in Germany and the political upheaval prior to World War II helped to create a new context for the flow of photographers, picture editors, picture agencies, and ideas about the form and content of contemporary photojournalism across national boundaries. German photographers coming to the United States found that they could adapt their styles to the evolving patterns of American photojournalism, and their work contributed to the development of the photo essay in the United States. But the form, content, and social practice of photojournalism that evolved in Germany in the 1920s was recast after 1933 into ideological themes more appropriate to the American cultural context. (RL)

ED 177 560 CS 205 165

Brown, James W. Foushee, Richard E.

Documentary Photography: Cognitive Dimensionality of Selected Photographs and Community Perceptions in a Coorientation Model.

Pub Date-Aug 79

Note-16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Attitudes, Community Influence, *Documentaries, Journalism, *Journalism Education, Local History, Local Issues, *Photography, Research Methodology, *Student Research

This paper discusses a proposed term project for a course in documentary photography that centered on photographically documenting a rural community and measuring its symbolic sociodramas. The paper describes the focus of the project, which was to determine how various community groups interpreted a given set of photographs designed to express a dimension of life in the community. It also explains the coorientation model and multidimensional scaling (MDS) approach chosen to analyze the set of documentary photographs and to compare responses from various citizens' groups. MDS is defined, and the procedure for implementing the proposed project is summarized. (AE)

ED 177 561 CS 205 167

Canuteson, John A.

A College-Wide Review of Writing Instruction and the Adoption of a New Program in Writing Instruction at a Four-Year Liberal Arts College.

Pub Date- 78

Note-15p.; Report prepared at William Jewell College

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Higher Education, *Interdisciplinary Approach, *Learning Laboratories, Program Development, Testing Programs, *Writing Skills

Identifiers-*Writing Across the Curriculum

This paper discusses the development of a program of writing instruction across the curriculum at William Jewell College. It reports on a series of faculty forums that discussed what the college-wide standards for effective writing should be, investigated multidisciplinary instruction in writing, and considered a proficiency test. Descriptions of the diagnostic test used, the writing center, writing courses beyond freshman composition, the proficiency test required to attain junior standing, the use of the ACT Educational Opportunity Service, and the booklet outlining the writing expectations at Jewell College are included. The paper concludes with several observations about the rationale for not teaching remedial courses and some of the advantages expected from the writing program. (TJ)

ED 177 562 CS 205 178

Schneider, Phyllis L.

The Effects of a Literature Program of Realistic Fiction on the Attitudes of Fifth Grade Pupils toward the Aged.

Pub Date- 77
Note-68p.; Research prepared at the State University of New York, Buffalo
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Changing Attitudes, *Childhood Attitudes, Childrens Literature, *Educational Research, Elementary Education, *Fiction, Grade 5, *Literature Programs, Measurement Instruments, *Older Adults, Sex Differences
Identifiers-Reading to Others

Three-hundred sixty students in 14 fifth grade classrooms participated in a study to determine if a planned literature program could effect a change in children's attitudes toward the aged. Following a pilot study that gathered information on children's attitudes toward the aged, four measurement instruments were developed and administered to all 360 children as pretests (and later as posttests): an attitude scale, two semantic differential scales, and a "Cartoon Apperception Test." The 14 classrooms were randomly assigned to three groups: a group that listened to the reading of books and stories dealing with the aged for 15 to 20 minutes a day during a three-week period, a group that listened to the same readings as the first group and also discussed the readings, and a control group that heard readings not having an aged character. Analysis of the results of the pretests and posttests indicated that the first (reading) group revealed positive change in attitude toward the aged on one of the semantic differential scales and that, on the same test, the control group showed a negative shift in attitude toward the aged. No other significant changes in attitude scores were noted. It appeared that attitudes were more likely to show positive gains if the teacher and the student were of the opposite sex and were more likely to worsen when teacher and student were of the same sex. (All four measurement instruments are included in the paper.) (GT)

ED 177 563 CS 205 183

DeGeorge, James M.

Cultural Heuristics: Topics of Invention Based on Human Behavior.

Pub Date-Apr 79
Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, *Composition (Literary), Discovery Learning, *Divergent Thinking, Higher Education, *Inquiry Training, *Productive Thinking, *Questioning Techniques, Secondary Education, Teaching Techniques
Identifiers-*Heuristics, Prewriting

Heuristic models help writers recall information, sometimes revealing unique combinations of information in ways not conceived previously. This makes heuristics a valuable technique for helping beginning writers generate writing ideas. Observing that all culture is communication, Edward Hall has organized Primary Message Systems (PMS), a framework of ten anthropological modes that can be adapted to produce new connections latent in a subject matter. The PMS include interaction, association, subsistence, bisexuality, territoriality, temporality, learning, play, defense, and exploitation. Once writing students are familiar with the PMS definitions and questions, they can probe their imaginations to extract concrete subject matter for their compositions. When the students find that certain PMS generate more information than others, they can concentrate on these particular PMS to make hybrid questions for generating more specific information, focusing attention on particular topics, or eliciting unique approaches to traditional topics. This last point does not mean that PMS is an organizing procedure that produces fully defined topics or outlines of composition; but PMS is a prewriting activity that should help students collect a great deal of writing material. (RL)

ED 177 564 CS 205 187

Lynch, Daniel J.

The Paradoxes of Freedom: A Thematic Approach to Teaching a Compulsory Composition Course to a Multi-Ethnic Student Population.

Pub Date-Mar 79

Note-9p.; Paper presented at the Annual Meeting of the College English Association (Savannah, Georgia, March 22-24, 1979)

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, Community Colleges, *Composition (Literary), English Instruction, *Expository Writing, Higher Education, *Individual Power, Personal Growth, Philosophy, *Teaching Techniques, *Thematic Approach

A composition teacher at a New York City community college where cooperative education is stressed found that focusing the writing of his multiethnic students on the theme of freedom helped them look at their lives differently, revealing the contradictions involved in their beliefs, ideals, and prejudices. The course began with a discussion of freedom in classroom situations, noting the restrictions that the students readily accepted in exchange for education. This discussion led to an argument essay on the compatibility of freedom and disciplined studies. The next essay was on cause and effect, following a reading of B.F. Skinner's Walden Two'' and class discussion of the events that led to the students enrolling in college. After reading W.E.B. DeBois' comments on work as satisfaction, the students wrote essays in which they defined a job they considered desirable and explained why they would find it satisfying. Then the teacher assigned readings from The Essentials of Zen Buddhism'' by D.T. Suzuki, leading to a comparison essay in which the students contrasted their visions of the future with Buddhist views. The end results were students responding to new concepts and perspectives with written works that had substance, immediacy, and vigor. (RL)

ED 177 565 CS 205 190

McIvor, Anna Kae

The Language of Vocational Students.

Pub Date-May 79

Note-18p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *English Instruction, High School Students, *Language Skills, *Language Usage, Low Achievers, Negative Attitudes, *Noncollege Preparatory Students, Secondary Education, *Self Concept, Student Attitudes, Vocational Education

The language performance and experiences of four eleventh grade Canadian vocational students were examined over six weeks in four individual interviews and four group discussion sessions. Additional data were collected by observing the students in their English classes and work situations. These case studies revealed the following: student language abilities varied according to mode and situation and their language difficulties were less apparent in group discussions and work situations, where they revealed an awareness of both the heuristic and communicative functions of language. The students did not lack inherent language facility, but their intentions and expectations about writing were misguided by the kind of writing they most often did in school (transactional) and the kinds of responses their teachers gave to that writing (negative, overemphasizing mechanics). Students' self-concepts about their writing abilities led them to expect little from their writing; and expecting little, they accomplished little. The implications from these case studies concern the needs to broaden students' intentions of school language, to be aware of the student's own language and the role this language plays in learning, and to balance attention to language surface features with attention to the content. (RL)

ED 177 566 CS 205 191

Cohen, Mitchell E. And Others

Canadian Public Television and Pre-Schoolers: Predictors of Users and Non-Users.

Spons Agency-Ontario Educational Communications Authority, Toronto.
Pub Date-Aug 79

Note-40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Early Childhood Education, *Family Environment, Foreign Countries, *Parent Attitudes, Parent Child Relationship, *Preschool Children, Programing (Broadcast), *Public Television, *Television Research, *Television Viewing, Viewing Time
Identifiers-Ontario

A study of the preschool television audience in Ontario, Canada, investigated the types of programs children aged two through six years old watch; in what kinds of households preschool children view TV Ontario (TVO), the Canadian public television network; and the kind of strategies that might best capture the potential preschool market. Information was obtained through interviews with parents in 634 households with preschool children, in half of which the children viewed TVO and in half of which they did not view TVO. Among the results suggested by analyses of the data were that TVO viewing correlated with a richer family media environment, higher socioeconomic status, and parental awareness of TVO, awareness of and attention to children's television viewing, and positive attitudes toward television; and that only the attitudinal variables significantly predicted levels of TVO viewing among TVO households. The data also suggested that strategies designed to increase the TVO viewing of preschool children should focus on increasing TVO availability, on increasing knowledge and awareness about TVO, on appealing to concerns about the educational value of television programing, and on developing positive attitudes about TVO and television in general. (GT)

ED 177 567 CS 205 194

Konsky, Catherine

Male-Female Language Attributions in the Resolution of Conflict.

Pub Date-Nov 78
Note-22p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Conflict Resolution, *Females, *Language Research, Language Styles, *Language Usage, *Males, *Sex Role, Sociolinguistics, Speech Communication, Verbal Communication
Identifiers-*Communication Research

Three stereotypes of male-female behavior as manifested in language were investigated. The stereotypes are: women are more verbose than men, women use more modifiers than men, and women are submissive to men. Eighty students were randomly assigned to one of two conflict resolution conditions a business situation and an interpersonal situation and were asked to write conclusions to a dialogue for a situation in which one speaker was male and one female. Some of the findings were that female subjects used more words in writing their scripts, both sexes attributed more words in the scripts to males than to females leading the researchers to speculate that talking in a conversation is a symbol of power, female subjects used more adjectives in their writing than did males, and more questions were attributed to males than to females in the dialogues. (An appendix contains copies of the conflict situation materials.) (MKM)

Gandy, Oscar H., Jr. Signorielli, Nancy
Cultural Pollution and the Productivity of Violence.
Pub Date-Aug 79
Note-32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Audiences, Media Research, *Programing (Broadcast), *Television Research, *Television Viewing, *Violence

A study was conducted in which half-hour segments of prime-time network dramatic programing were tabulated for such violence-related items as: the seriousness and significance of violence, the number of violent actions in the program, and the duration of violence. Other factors considered were: audience size, share of audience, program duration, program type, program tone, format, and time of broadcast. This consideration of how one dimension of program content (violence) affects audience size indicated that violence measures accounted for little more than 5% of the variance in audience shares, an additional 4% during nonfamily hour programs, and 55% when the focus was only on feature films. (TJ)

ED 177 569 CS 205 206

Penfield, Elizabeth F.

The National Writing Project: What Is It and What's in It for Everyone?

Pub Date-Jul 79

Note-16p.; Paper presented at the Annual Meeting of the Wyoming Conference on Freshman and Sophomore English (Laramie, Wyoming, July, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Elementary Secondary Education, *Inservice Teacher Education, *Summer Institutes, *Teacher Improvement, Teacher Seminars, *Teacher Workshops

This paper contains a summary of the impact of writing projects that are modeled after and partially funded by the Bay Area Writing Project and emphasizes the growth and development of the Greater New Orleans Writing Project (GNOWP). The assumptions behind the National Writing Project that link these projects together, the research that supports them, and a number of ideas that they have led to are reported. The summer writing institutes sponsored under the project are described, as well as the selection of the participants and the utilization of the participants' knowledge to further inservice training. In addition to GNOWP, the project sites described include Northern Virginia, Montana, Nebraska, and San Jose, California. The effects of writing institute attendance on teachers' and students' perceptions of writing and ability to write, a sample of the most recent project developments, and funding requirements to continue the projects are also presented. (AEA)

ED 177 570 CS 205 207

Bevis, Herbert A. And Others

Report of the Taskforce on Composition.

Pub Date-19 May 78

Note-37p.; Report prepared at the University of Florida

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Composition (Literary), *Curriculum Development, Curriculum Evaluation, Educational Research, Higher Education, *Instructional Improvement, *Program Evaluation, *Program Improvement, Secondary Education, Student Improvement, Teacher Improvement, *Writing Skills

A study of the writing abilities of high school and college students in Florida uncovered specific problem areas in teaching and curriculum design. Recommendations for alleviating writing deficiencies of high school students before they get to the university include a writing training program for prospective and inservice high school teachers. writing coursework as a recertification requirement, a decrease in teaching load for high school English teachers, stricter English admission requirements at the university level, and an equal concentration of school districts' efforts toward the development of both marginal and successful students. Additional recommendations for improving the writing skills of University of Florida students include disallowing College Level Examination Program (CLEP) credit, requiring a placement test of all entering freshmen, testing all students again at the beginning of their junior year with both an objective and an essay exam, requiring satisfactory writing in every discipline in the university, and providing the writing laboratory with additional staffing resources. (A list of the schools visited in the study, a recommended school policy for writing skills, and descriptions of suggested writing tests are appended.) (AEA)

ED 177 571 CS 205 208

Applebee, Arthur N.
Trends in Written Composition.
Pub Date-Oct 79
Note-27p.; Paper presented at the Midwest School Improvement Forum (Milwaukee, WI, October 23-25, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Composition (Literary), Educational Research, Elementary Secondary Education, English Instruction, *Evaluation Methods, *Inservice Teacher Education, Trend Analysis, *Writing Skills
Identifiers-*Composition Process, *Composition Research

Recent trends in composition research indicate that attention has turned away from the parts of the writing product toward the steps involved in the writing process. There are two common threads to this research: (1) writing has a number of distinct stages including prewriting, writing, and editing, and (2) errors are a natural part of learning, and are often an indication of progress and growth, rather than of a mistake that needs to be eradicated. Trends in evaluation of written composition include a return to the use of the writing sample, scored holistically, or for primary traits'' (a system developed for the National Assessment of Educational Progress). Another important trend in teaching writing involves inservice education programs, such as the Bay Area Writing Project, that seek to involve the teachers in writing themselves and thereby aid in their understanding of the writing process. (MKM)

ED 177 572 CS 205 209

Buffon, Clare M.
Economic Education thru Literature, Primary Grades K-3.
Kansas State Dept. of Education, Topeka.
Pub Date-Jun 79
Note-17p.; For related document, see CS 205 210
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childrens Literature, *Economic Education, *Economics, Primary Education, *Teaching Techniques

Intended as a means of helping primary school teachers introduce children to economics in a pleasurable way, this booklet contains information about 12 children's books that illustrate basic economic concepts. The information provided for each book includes the concept it illustrates; its author, publisher, and date of publication; a summary of its content; suggestions for teaching techniques; lists of related activities and audiovisual materials. (FL)

ED 177 573 CS 205 210

Buffon, Clare M.
Economic Education thru Literature; Intermediate Grades, 4-6.
Kansas State Dept. of Education, Topeka.
Pub Date-Jun 79
Note-17p.; For related document, see CS 205 209
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childrens Literature, *Economic Education, *Economics, Elementary Education, *Teaching Techniques

Intended as a means of helping teachers of grades four through six demonstrate economic principles in a pleasurable way, this booklet contains information about 12 children's books that illustrate basic economic concepts. The information provided for each book includes the economic concept illustrated, its author, publisher, and date of publication; a summary of its content; suggestions for teaching techniques; and lists of related activities and audiovisual materials. (FL)

ED 177 574 CS 205 211

Hawkins, Robert P. And Others
How Children Evaluate Real-Life and Television Women.
Pub Date-Aug 77
Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childhood Attitudes, Mass Media, *Sex Role, *Sex Stereotypes, *Social Influences, *Television Research
Identifiers-*Communication Research

To understand how children respond to and make use of portrayals of the sexes on television, 192 third and eighth grade students participated in a study to determine what they notice and how important these distinctions are to them. The study obtained children's same/different paired comparisons of eight concepts me, my mother, an average woman, an average television woman, and four television characters (Bionic Woman, Cher, Mary Tyler Moore, and Mrs. Walton), and explored two models of influence on salience scores, a television viewing and perceptions model and a sex role socialization model, using the three comparison dimensions of youth/vitality, reality, and competence. Results indicated that the variables of a sex-role socialization model are related to children's use of these three dimensions for comparing real-life and television women and that cognitive variables of children's own perceptions can be used in media effects studies. (AEA)

Beedon, Laurel Heinmiller, Joseph
Writing for Education Journals. Fastback 136.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No.-ISBN-0-87367-136-8
Pub Date-79
Note-35p.
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47402 ($0.60 member, $0.75 non-member)
Pub Type- Guides - Non-Classroom (055) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Composition (Literary), *Expository Writing, Periodicals, *Publications, *Teachers, Technical Writing, Writing Skills
Identifiers-*Writing for Publication

This booklet is designed to guide educators through the necessary steps to writing for publication in educational journals. The first section discusses the steps in the writing process, from first thoughts on a topic to the final draft. The next section deals with identifying and selecting a publisher, whether to write a query letter, and what criteria one journal uses when selecting unsolicited manuscripts for publication. The third section outlines technical requirements for manuscripts, including the use of graphics and seeking permission for extensive quotes. A selected directory of education journals and suggested references for writing style, technical style, and information about publishers also is included. (RL)

Murphy, Gratia

Pictures in the Clouds: Teaching Writing As a Playful Activity.

Pub Date-Apr 79
Note-18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Creative Thinking, Creativity, Higher Education, *Imagination, Productive Thinking, *Teaching Techniques, *Writing Skills
Identifiers-*Composition Process, Invention (Rhetorical)

Too often college composition students see language as an end in itself, rather than as a means to realization of self and world, and teachers need to establish a classroom environment that stimulates and demands that students use their language to find out about themselves. Techniques helpful in shaping composition classes toward this end include: begin writing classes by examining style, particularly writing style that appeals primarily to the senses; reduce poetry to single prose statements and turn directions into poetry; play the sentence game, mixing student and professionally produced sentences for identification; explain the linguistic concept of nominalization and the power and danger that lies in naming; recall language's affinity to play in the imaginations of children; use cartoons to illustrate the ability to shape reality or to re-view the world; demonstrate how distance, time, and familiarity influence perception in the context of interviews with foreign students; and finally, incorporate science fiction to lead students to contemplate a world far different from theirs. (Suggestions for specific writing assignments are included.) (AEA)

ED 177 577 CS 205 214

Politowski, Richard

David Douglas Duncan's Changing Views on War: An Audio-Visual Presentation.

Pub Date-78

Note-25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Changing Attitudes, *Multimedia Instruction, *Photographs, Slides, *War

Identifiers-*Duncan (David Douglas)

This paper is the script for a slide presentation about photographer David Douglas Duncan and his view of war. It is intended to be used with slides made from pictures Duncan took during World War II, the Korean War, and the war in Viet Nam and published in various books and periodicals. It discusses a shift in emphasis to be seen both in the pictures and in the text written by Duncan in which he increasingly portrayed the suffering and death of war. It concludes by saying that Duncan in his pictures did not oppose war in general but opposed the sentimentalizing or glorifying of war. (TJ)

ED 177 578 CS 205 215

Hairston, Maxine

Adapting the Research of Shaughnessy and Britton for the Composition Classroom.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *English Instruction, Higher Education, *Research Utilization, *Teaching Techniques, *Writing Skills

Identifiers-*Britton (James), *Shaughnessy (Mina)

This paper describes how one teacher has taken the findings of the research done by Shaughnessy as reported in her book, Errors and Expectations,'' and the findings of James Britton as reported in his book, The Development of Writing Abilities (11-18),'' and has developed a series of class activities based on their implications. It describes, also, a general approach to teaching composition that is in accord with the major findings of the two research projects and helps students to develop comfort with the writing process. (TJ)

ED 177 579 CS 205 216

Puma, Vincent D.

A Repeal of the Basic Writing Act.

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Skills, Complexity Level, *Composition (Literary), *Discourse Analysis, Higher Education, Linguistic Theory, Sentence Combining, *Sentence Structure, Student Ability, *Teaching Techniques, *Writing Skills

The development of alternative instructional activities for use in the basic writing classroom and a description and analysis of four levels of basic writing are the results of a study of basic writing teaching techniques. The linguistic concepts of immediate and transferred utterances and nominal-verbal pairing, and the work of L. Vygotsky on inner and external speech, support the premise that giving form to fragmented concepts and ideas is a sophisticated process transformation of bits and pieces of thought into syntactically articulated discourse that basically involves writing and connecting sentences. The four levels of basic writing can be defined as: (1) the simple transcription of inner speech; (2) transcription of inner speech with nominals inserted; (3) use of the simple sentence as the primary tool of discourse with simple addition as the only rhetorical device; and (4) use of sentences with some coordination and subordination as connecting devices. Instructional activities in the basic writing classroom should include emphasizing ways to connect sentences rather than to construct sentences bringing sentence patterns to students' attention so nominal-verbal pairing might appear in their writing, suggesting punctuation that continues rather than ends a sentence, and using sentence exercises only as they affect the rhetorical connections the students attempt. (Samples of student writing and their writing level characteristics are included.) (AEA)

ED 177 580 CS 205 217

Murphy, Sharon M.

Voter Registration Drive in Nigeria: Patterns of Communication Influence.

Pub Date-Aug 79

Note-14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), Foreign Countries, Interpersonal Relationship, *Journalism, *Mass Media, Media Research, Newspapers, *Political Issues, *Public Opinion, Radio, *Social Science Research, Voter Registration

Identifiers-*Nigeria

Approximately 500 people were interviewed in a study designed to assess the effectiveness of and response-motivation to a public action campaign in a developing country. It focused on Nigeria's voter registration drive conducted in preparation for that country's first political elections in more than 13 years and explored some factors that influenced prospective voters' decisions to register and vote as well as their general attitudes toward the voting process. The results showed that radio, interpersonal contacts, and small group situations predominated both at the level of initial awareness and at the level of influence on personal decisions to register. Radio appeared almost as powerful as interpersonal forms at both of these levels. While 91% of those interviewed were registered and 100% said that they intended to vote, voter registration seemed to occur with little understanding of its purpose and benefits. The interpersonal factors seemed most effective in influencing such wide cooperation in the registration drive, but the people's experience with political upheavals in the past made them wary of the results of the elections. In addition, the campaign was one of information (telling people to vote) and not of communication (telling them why to vote). The findings suggest that more careful consideration needs to be given to the mentality and experience of the people to whom such massive public information efforts are directed. (Author/FL)

ED 177 581 CS 205 218

Coe, Richard M.

Using Problem-Solving and Process-Analysis to Help Students Resolve Their Own Writing Problems.

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Assignments, *Composition (Literary), Higher Education, Peer Evaluation, Problem Solving, *Self Evaluation, *Skill Development, *Teaching Methods, *Writing Exercises, *Writing Skills

Identifiers-*Composition Process

A set of writing assignments and class activities designed to help students analyze their own writing processes, define their own strengths and weaknesses as writers, set their own goals, devise plans for achieving those goals, and evaluate their own progress is presented in this paper. The assignments are explained in detail, and suggestions for resource material and teaching techniques to implement each assignment are provided. In a discussion of excerpts from student writing samples, several problem-solving methods are suggested to help students figure out the relationship between their writing processes and the strengths and weaknesses of their written products. (AEA)

ED 177 582 CS 205 219

Mauro, John B.

Newspaper Readership Among Public School Children Grades 7-12. ANPA News Research Report, Number 23, October 1979.

American Newspaper Publishers Association, Washington, D.C.
Pub Date-31 Oct 79
Note-8p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*High School Students, Information Sources, *Junior High School Students, *Media Research, News Media, *Newspapers, *Reading Habits, *Reading Interests, Reading Research, Secondary Education, Television Viewing, Viewing Time

A sample of 1,048 seventh through twelfth grade students in Richmond, Virginia, was surveyed to determine whether they read the local morning newspaper, what features or types of news interested them, and what exposure they had to other daily newspapers and to television. Survey results are as follows: nine out of ten students were exposed to newspapers on a daily basis and 52% of the students read a morning newspaper two or more times a week, with 73% of the morning newspaper readers also reading other newspapers. Newspaper reading exposure varied little across grade levels, but television viewing was noticeably less for students in higher grades. Most students (70%) turned to a specific page to begin reading the newspaper, with boys turning first to the sports section and girls turning to the comics or entertainment pages. Boys' reading interests were, in rank order, sports, movies, local news, and other entertainment, while girls' reading interests were movies, news about people, entertainment other than movies, and fashion news. The median time spent reading a newspaper was 21 minutes. The most important predictor of newspaper reading among the students was the availability of newspapers in the home, suggesting the importance of newspaper home delivery sales. (RL)

ED 177 583 CS 205 220

Glasser, Theodore L.
The Aesthetics of News. Revised.
Pub Date-Aug 79
Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Services, Journalism, *Local Issues, News Media, *Newspapers, *News Reporting

That every community needs its own distinctive newspaper is the conclusion drawn in this review of the literature on journalism and communication. Following a summary of John Dewey's definition of democracy in the introduction, the first section of the paper points out the conflict that newspapers experience in trying to be a news source reflecting a local culture and trying to reach as large and amorphous a readership as their circulation departments might conceive. The second section presents the two principal dimensions of news the instrumental (a phase of action) and the consummatory (simply pleasurable) that lead to the concept of the aesthetic experience of news. The last section discusses the need for a newspaper to exhibit a concern for local understanding, an awareness of local language, and an appreciation for the integrity of local conditions. (AEA)

ED 177 584 CS 205 221

Smith, Frank R.
The Editorial Process.

Pub Date-Oct 79
Note-11p.; Paper presented at the Annual Workshop on the Teaching of Technical Writing (3rd, Carbondale, Illinois, October 12-13, 1979)
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Authors, *Composition (Literary), *Editing, Expository Writing, Layout (Publications), *Periodicals, *Production Techniques, Publishing Industry
Identifiers-*Writing for Publication

Since a fundamental principle of communication is to adapt to the audience, authors of journal articles would be wise to familiarize themselves with their primary audience, the editor of the professional journal. Everything that an editor does results from an interplay of the editor's ideas about the purpose, scope, audience, literary quality, and physical characteristics of the journal. The editor's concept of the journal is reflected in all the chronological phases of the production process, including the search for materials, the response to queries, the evaluation of unsolicited manuscripts (sometimes using referees), and the processing of accepted manuscripts. This last phase contains details such as editing for organization and literary style, copyediting, printing galley proofs, author/editor proofreading, final (minor, necessary) alterations, cut-and-paste work on a dummy copy, reviewing page proofs, and final production. The total elapsed time from submission to publication is roughly three months to a year. This time element creates the need for patience on the author's part and emphasizes the significance of query letters, which can conserve time for both author and editor. (RL)

ED 177 585 CS 205 222

Tibbetts, Charlene

List-Making and Categorizing: The Neglected Step in Classification. Development Report Number 3.

Illinois Univ., Urbana. Curriculum Lab.

Pub Date-Oct 79

Note-15p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classification, *Composition (Literary), *English Instruction, Secondary Education, *Teaching Techniques, *Writing Skills

A necessary but neglected step in teaching classification to inexperienced writers is list making and categorizing. Learning that step gives the untrained writer practical experience in learning that a good writer classifies for a purpose and that a relationship exists between the evidence, the categories, the outline, the paragraph, and the whole paper. Seventh grade students have a difficult time classifying using broad abstractions and categories that are grammatically parallel. Some lessons in list making and categorizing include: listing and categorizing in teacher-made categories the nouns in ``The Walrus and the Carpenter''; listing and categorizing in student-made categories the nouns in ``The Copperfaces, the Red Men'' by Carl Sandburg; doing a series of lessons on horizontal and vertical classification taken from ``The Difficult Learning Project'' and from a rhetoric textbook; and doing a series of speeches and essays based on classification of hobbies and on the reading of literature. From these lessons, students learn that lists and categories can help in understanding literature better, learn to recognize the relationship between items in lists and categories, learn how important language is in classifying, and learn to organize their writing better. (TJ)

ED 177 586 CS 205 223

Gracie, William J., Jr.

A Positive Program in a Negative Climate: Training the First Year Graduate Student to Teach Freshman English.

Pub Date-Oct 79
Note-14p.; Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association (33rd, Albuquerque, New Mexico, October 18-20, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Instruction, *College Programs, *Composition (Literary), *English Instruction, Graduate Students, Higher Education, *Teacher Education, *Teaching Assistants

This paper argues that a teacher training course for graduate teaching assistants of freshman composition is essential in view of the public's concern for the literacy crisis and in view of the job market that offers the best prospects for trained teachers of composition. It contends that the negative climate in English departments on most campuses can be changed by making the department as a whole aware of the job market, by creating a departmentally-recognized teacher training program, by making that program a course and not simply an advising program, by encouraging research in composition, by inviting a guest lecturer in composition to visit the campus, and by creating an award for the best graduate student teacher. It then describes a program of training developed at Miami University (Ohio), giving the assumptions on which it is based, presenting a thorough discussion of a week-long workshop course just before the beginning of the fall term, indicating how students are integrated into the department, relating the development of a mentor program, and briefly summarizing a course in rhetoric required of all graduate students. (TJ)

ED 177 587 CS 205 224

Daiker, Donald A.

Integrating Composition and Literature: Some Practical Suggestions.

Pub Date-Nov 79

Note-10p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (21st, Indianapolis, Indiana, November 8-10, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *English Instruction, Higher Education, Integrated Activities, *Literature Appreciation, *Teaching Techniques, *Writing Skills

This paper suggests that it is possible to construct a course that integrates the teaching of composition with the teaching of literature without allowing the secondary goal of heightened literary understanding to overwhelm the primary goal of improved expository writing. It presents a syllabus for a four-week unit on Ernest Hemingway's "The Sun Also Rises" that includes equal numbers of writing and reading assignments. The paper then argues that increasing the number of writing assignments and decreasing the number of reading assignments does not necessarily mean less study of literature but may permit an even greater appreciation for literature because understanding is increased. It also points out that increased writing assignments do not necessarily mean an increased grading load, pointing out that many writing assignments need be graded only enough to persuade students that the assignments have been checked over. (TJ)

Report of the Summer Invitational Workshop on Teaching Writing.
Georgia State Univ., Atlanta. School of Education.
Pub Date-78
Note-142p.; A publication of the Southeast Center for the Teaching of Writing ; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Composition (Literary), Effective Teaching, Elementary Secondary Education, Higher Education, Program Content, Program Evaluation, Program Planning, *Summer Workshops, *Teacher Education, *Teacher Improvement, *Teacher Workshops, Teaching Techniques

This report delineates the step-by-step process of planning, holding, and following-up the 1978 Summer Invitational Workshop on Teaching Writing held by the Southeast Center for the Teaching of Writing (SCTW) for teachers at the elementary through the college level. The various sections of the report contain a description of the SCTW, its rationale, and its background; a discussion of the planning for the summer workshop, including considerations of logistics, staff, format, and curriculum; a description of the presession and of the workshop; workshop results; and recommendations for future workshops. Appendixes contain correspondence concerning the workshop, descriptions of the writing assignments, a model for the format of the journals to be kept by the participants, an outline describing the effective teacher of writing, topics for discussion, teacher consultant presentations, lists of those making presentations, workshop evaluation forms and criteria, copies of each week's assignment sheets, and a number of forms related to the workshop. (FL)

Agee, Warren K.

Drying Streams of International News: Journalism Organizations Respond to Threats to World Press Freedom.

Pub Date-Aug 79
Note-45p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Agents, *Communication Problems, *Cooperation, *Developing Nations, Foreign Countries, Freedom of Speech, Global Approach, International Relations, *Journalism, *Media Research, *News Media, Telecommunication

Identifiers-*International Communication

This paper details a study undertaken to determine the extent of the response made by United States journalism organizations, wire services, and individual media to the pledges of collaboration with Third World media made at UNESCO General Conference meetings and to ascertain problems associated with the fulfillment of those pledges. In addition, it examines the nature and extent of cooperative efforts extended by the private sector in other Western nations. Various sections of the paper provide information on the purpose and method of the study and on the cooperative undertakings, including equipment, training programs, consultants, and other forms of collaboration. The paper also provides a summary, an evaluation, and the recommendations of the study. A list of members of the World Press Freedom Committee is appended. (FL)

ED 177 590 CS 205 230

Christiansen, Pauline

Across Disciplines: A Three Pronged Approach One Department's Response to Campus-Wide Writing Needs

Pub Date-Apr 79

Note-9p.: Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, MN, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, *Composition (Literary), Higher Education, *Interdisciplinary Approach, *Program Development, Program Planning, *Teacher Education, *Teacher Workshops

A west coast community college English department used the following three approaches to seek more effective cross discipline writing awareness: in-house techniques including topics from various disciplines in classroom assignments; meeting-them-halfway techniques providing resource people and materials for all instructors and students who wanted help in their writing; and outreach techniques going directly to instructors in other disciplines to hear their concerns and develop joint programs for possible solutions. An English workshop for faculty, focusing on student writing problems in all disciplines, was planned as one outreach technique. Workshop preparation involved careful attention to timing, involvement, and follow-through to insure maximum attendance and to provide the faculty with a positive experience. Numerous cooperative projects developed as offshoots of the workshop, including an interdisciplinary English/history course, the development of tape recordings to help nursing students learn medical terminology by mastering Greek and Latin word roots, and English instruction in music composition classes to show students how to match lyrics with musical rhythms. (AEA)

ED 177 591 CS 205 231

Schwarzlose, Richard A.

The Nation's First Wire Service: Evidence Supporting a Footnote.

Pub Date-Aug 79

Note-26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)

Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Journalism, Newspapers, *News Reporting, Primary Sources, *Telecommunication, *United States History

The Associated Press's claim that it is the oldest wire service in the United States (tracing its origin to formation of the New York City Associated Press in 1948) has been regularly sustained in journalism's history literature. This claim has been challenged by Alfred McClung Lee in his book The Daily Newspaper in America,'' in which he contends that an obscure group of editors in upstate New York formed the pioneer wire service in the nation. This claim is supported by a collection of letters and documents at the Oneida Historical Society in Utica, New York, which places the founding of the New York State Associated Press in February and March of 1846 two months prior to the appearance of the earliest shared telegraphic dispatch in New York City newspapers and 26 months before the Associated Press's self-proclaimed birth. The documents reveal a developing wire service that altered its structure to accommodate the growing telegraphic network in upstate New York. When the line was completed only between Albany and Utica, the Utica editor express-mailed proofs of his telegraphic news columns to participating newspapers west of him. Later, when the line was complete from Albany to Buffalo, a meeting of editors in the region established a formal organization that bargained with the telegraph company for rates and handling of news dispatches and employed correspondents in Albany and New York City. (Appendixes contain copies of two dispatches from the early wire service.) (Author/FL)

ED 177 592 CS 205 232

Weiss, Robert H.

The Humanity of Writing: The NEH Cross-Disciplinary Writing Program at West Chester State College.

Pub Date-Mar 79

Note-11p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *Cooperative Planning, English Curriculum, English Education, Higher Education, *Interdisciplinary Approach, Program Design, *Program Development, Program Planning, *Teacher Education, *Teacher Workshops

Identifiers-*Writing across the Curriculum

A pilot project funded by the National Endowment for the Humanities (NEH) and a state college educational trust fund to improve writing in the humanities and across the curriculum is described in this paper. Also presented are the obstacles confronted in establishing the project, a seven-point strategy developed to counter those obstacles, the operating design of the program, the specific techniques of writing instruction adopted by the faculty members who participated, and other direct results of the project. A major support service of the project a writing consultancy is discussed, and the theories and practices introduced in the project's summer workshops are outlined. (AEA)

ED 177 593 CS 205 233

Stone, Gerald Hartung, Barbara W.

Good'' News vs. Bad'': A Relative Impact Investigation.

Pub Date-Aug 79

Note-35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Content Analysis, Journalism, *Media Research, *Newspapers, *News Reporting, Reading Interests, *Recall (Psychological)

A two-part study was designed to measure the amount of good news and bad news in newspapers and to measure readers' recall of stories that represented good news and bad news. The stories used in the study appeared on the front pages and on one of the inside pages of eight California newspapers during October 1978. A total of 559 telephone interviews were completed within one week of good news and bad news stories selected from the October 16, 1978 newspapers. The content analysis of papers showed an approximate split among good, bad, and indeterminate news, with a slightly higher bad news percentage overall. Contrary to expectations, afternoon papers contained no more bad news than did morning papers, although one afternoon paper registered the least good news and two afternoon papers registered the highest levels of bad news. The range from a 50-50 split of good news to bad varied only about eight percent. Including an indeterminate'' classification of news stories in the study resulted in an unexpectedly large percentage of total content in this category, precluding precise analysis. The single consistent finding in the public impact analysis was that no difference occurred in public recall of good versus bad news stories. (RL)

ED 177 594 CS 205 234

Chamberlin, Bill F.

The FCC, The Coverage Principle of the Fairness Doctrine and the First Amendment.

Pub Date-Aug 79

Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Broadcast Industry, *Federal Regulation, *Freedom of Speech, *Mass Media, *Programing (Broadcast)

Identifiers-*Fairness Doctrine, *Federal Communications Commission

This review of the history of the coverage principle developed by the Federal Communications Commission (FCC) concludes that government regulation of mass media program content can be dangerous and that the coverage principle needs to be abolished. The first section of the report discusses the FCC's interpretation of the 1934 Communications Act from 1949 to 1959, the second section describes the FCC's shift in policy in the early 1960s concerning public issues programing, the third section presents the FCC's reassertion of the coverage principle during the period from 1969 to 1973, the fourth section explains the development of a new policy based on the 1974 Fairness Report, and the last section of the review outlines the Commission's policy as of 1979. An analysis of applications of the doctrine is presented to support the theory that broadcast licensees believe they would take a greater risk in airing controversial programing than if they did not. (AEA)

ED 177 595 CS 205 236

Mahaffy, Cheryl

Press Coverage of the Fluorocarbon Controversy: The Rise and Decline of a Hot'' Scientific Issue.

Pub Date-Aug 79

Note-43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)

Pub Type- Reports - Research (143) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Journalism, *Media Research, Merchandise Information, News Media, *News Reporting, *Political Issues, *Scientific Concepts, *Social Problems

This paper reviews press coverage of events surrounding the 1977 governmental decision to ban fluorocarbons in spray cans in the United States. The research reported focused on the years 1972 to 1978 and involved a count of the number of items published in selected newspapers and magazines or aired on the three major networks' evening news broadcasts. The paper notes how fully the mass media informed the public of the controversy concerning fluorocarbons, examines whether the media presented scientific details about the issue clearly, and reports whether they placed the issue in a context that helped build a foundation for public understanding of more basic issues such as the quality of regulatory action and the diversity of philosophies underlying environmental conflicts. The paper also points out instances in which the mores and structure of journalism (as well as those of science and government) influenced media reports. Appendixes contain a list of the periodicals surveyed and a timetable of events related to fluorocarbon deletion theories. (FL)

ED 177 596 CS 205 237

Alexander, Kern And Others

Compensatory Education: Literature Review.

Florida Univ., Gainesville. Coll. of Education.

Spons Agency-Florida State Dept. of Education, Tallahassee.

Pub Date-Mar 79

Note-363p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-*Administrative Organization, Administrator Role, *Compensatory Education Programs, Educational Disadvantagement, *Educational Research, Elementary Secondary Education, *Family School Relationship, Instructional Design, *Mathematics, Parent Participation, Reading Achievement, Reading Diagnosis, *Reading Instruction, Remedial Reading, Teaching Techniques

The literature on research and development of programs relevant to the area of compensatory education is reviewed and summarized in this report, which was designed to provide information for the state of Florida in planning compensatory programs. The review is divided into four sections concerning administration and organization, home/school relationship, instructional organization and procedures, and classroom environment related to compensatory education. The summaries of the research include these points: key administrative characteristics for successful compensatory education programs are said to include systematic planning, strong leadership, appropriate teacher training, utilization of resources, and the need for communication; parent involvement can be effective; and major characteristics said to effect achievement include diagnosis of strengths and weaknesses, specification of goals and objectives, and instructional time and engaged time. Appendixes include descriptions of site visitations, comparisons of the characteristics of exemplary compensatory education programs with the district planned programs of the state compensatory education program, and the site visitation form and questionnaire. (MKM)

Stamm, Keith R. Fortini-Campbell, Lisa
Readership and Community Identification.
Spons Agency-American Newspaper Publishers Association, Washington, D.C.
Pub Date-Aug 79
Note-39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Association (Psychological), *Audiences, *Community Involvement, Community Relations, Community Role, Correlation, *Identification (Psychological), Information Sources, *Media Research, *Newspapers, *Reading Habits, Reading Interests

A telephone questionnaire was designed to collect data on community identification, community involvement, and newspaper use. The entire questionnaire was pretested three times over the telephone and was revised after each pretest, yielding a final form between five and ten minutes in length. The questionnaire was administered to a proportionate random sample of 800 telephone subscribers in the Seattle (Washington) area during June 1979. Although a thorough analysis of the findings has not been completed, an initial correlational analysis was conducted to pursue questions of whether newspaper use was positively associated with cognitive identification and psychological closeness to community. A variety of measures of newspaper subscription and readership consistently showed strong, positive associations with cognitive identification. These associations survived several tests for spuriousness. Newspaper use showed little association with psychological identification under any of the conditions tested. (RL)

ED 177 598 CS 205 239

Miller, Bonnie L.
Behind Those Words: The Language Cue Systems.
Pub Date- 77
Note-10p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Context Clues, *Cues, *Language Processing, *Miscue Analysis, Psycholinguistics, *Reading Comprehension, *Reading Processes, Reading Research, Reading Skills, Structural Analysis

A review of the literature on miscue analysis supports the assumption that reading is a language process. All three language cue systems graphophonic, syntactic, and semantic must interact if reading for meaning is to occur, and a whole language environment is necessary for a student to develop reading proficiency. (AEA)

ED 177 599 CS 205 240

Smelstor, Marjorie, Ed.
A Guide to Using the Field Work Technique to Teach Writing.
Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison, Univ. Extension.
Pub Date-79
Note-48p.; For related documents, see CS 205 079-100, CS 205 182, and CS 205 242
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Study, *Composition (Literary), Elementary Secondary Education, Experiential Learning, Field Interviews, *Field Studies, Student Evaluation, *Student Research, *Writing Exercises
Identifiers-Wisconsin Writing Project

This guide to teaching composition through fieldwork is the result of research on student writing similar to Eliot Wigginton's ``Foxfire'' magazine and other regional products. Following a review of the literature, a step-by-step guide to gathering support from both the school administration and the community for a fieldwork writing project is outlined, along with suggestions for evaluating the student writing that results from such a project. Lesson plans are presented for several writing projects at the elementary and secondary levels, and a sample interview technique is suggested. (AEA)

Smelstor, Marjorie, Ed.

A Guide to Using Dramatic Performance and Oral Interpretation in the Writing Class.

Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison, Univ. Extension.

Pub Date-79

Note-60p.; For related documents, see CS 205 097-100, CS 205 182, and CS 205 240

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Composition (Literary), *Creative Writing, *Drama, Dramatics, Elementary Secondary Education, *Interpretive Reading, *Theater Arts, *Writing Exercises, Writing Skills

Identifiers-Wisconsin Writing Project

The dramatic performance and writing activities in this guide are applicable to all grade levels and content areas. Methods are suggested for selecting material for oral interpretation and dramatics, and specific student activities are listed in the following areas: monologue, dialogue, and conversation; oral reading of prose, poetry, and drama, and storytelling; professional theatre, amateur productions, television, and film; videotaping, tape recording, and recordings; classroom productions; theatre games, charades, and pantomimes; radio plays; improvisation; role-playing; and imaging. Bibliographies of stories for oral reading and dramatics and of resource materials are included. (AEA)

ED 177 601 CS 205 243

Tomlinson, David

American Literature as It Is Taught: A Report of a Regional and National Survey of Colleges and Universities.

Pub Date-Nov 79

Note-24p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (Atlanta, GA, November 1-3, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Literature, *Course Content, *Course Evaluation, Curriculum Research, *English Curriculum, *English Instruction, Higher Education, Junior Colleges

Identifiers-United States (Southeast)

Based on data drawn from a survey of English department chairpersons, a profile was constructed of the typical two-year college in the southeastern United States in its teaching of American literature. The data revealed that the typical school had a small number of students enrolled in American literature survey courses and that teachers tended to be traditional in their methods of course organization and conservative in their use of a syllabus. The course offered at a typical two-year school contrasted with that offered at near-by four-year schools in several respects, including testing; yet, in the overall picture, these differences were rather minor. The two types of schools agreed on which values should be stressed and on which texts should be used and no differences were found in the institutional goals of the two types of schools. Comments from teachers at the two-year schools showed that they were concerned about the image of the American literature survey and of their schools; however, they did not agree on where the program in American literature stands in relation to programs offered in four-year schools. (FL)

ED 177 602 CS 205 244

Bingham, Jane M. And Others

Books for Infant, Toddler, Preschool, and Kindergarten Children: An Annotated Bibliography for Parents and Teachers.

Pub Date- 78

Note-46p.; Bibliography prepared at Oakland University

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Childrens Books, Childrens Games, *Childrens Literature, Early Childhood, Early Childhood Education, Educational Resources, *Parent Participation, Poetry, *Preschool Learning, Reading Games, *Reading Materials, Resource Materials

Identifiers-*Reading to Others

More than 300 entries are contained in this annotated bibliography of books to be used with very young children. Entries are alphabetized by author and are divided into the following categories: books for parents and teachers; Mother Goose collections; song and game books; cloth, plasticized paper, and cardboard books for children aged six months to eighteen months; ABC books; number books; and library books for children aged two to five. (AEA)

ED 177 603 CS 205 245

Miller, Edmund

A Critique of the New Feminist Grammar.

Pub Date-Apr 79

Note-26p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Feminism, *Grammar, Language Attitudes, *Language Usage, *Sex Discrimination, *Sex Fairness, Sociolinguistics, Standard Spoken Usage

Conceding that there has been some insufficient sensitivity to the existence of women in the semantic choices of traditional English Grammar, this paper contends that the new feminist grammars confuse language with sexual politics. Issues discussed in the paper include the generic masculine occupation words; the prefix titling system (covering Ms., Miss as a career title, Mme. with foreign women, and Master with boys); the girl/man pair; the feminine as a gender of animation, including a suggestion as to why it does not appear in children's books; and the masculine as a common gender. The paper argues that guidelines such as those of the National Council of Teachers of English, which call for the avoidance of sexist language, arbitrarily limit writers' resources without resolving the real issues in sexual politics. (Author/FL)

ED 177 604 CS 205 246

Mays, Luberta

Television: Images and Meaning.

Pub Date-Mar 79
Note-9p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (11th, Hartford, CT, March 23-25, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children, Cognitive Development, Elementary Education, *Pictorial Stimuli, *Self Concept, *Television Viewing, *Visual Learning

Knowledge of how children "read" television pictures can provide understanding of how powerful a tool television is for teaching and learning. It affects the images viewers have of themselves and of the world. Turning off television is not only turning off experiences but also turning off opportunities for learning as well as preventing youngsters from looking through that window on the world and acquiring a visual image of what they see. Television provides visual images that enable people to see beyond the screen. (TJ)

ED 177 605 CS 205 247

Thomas, John W. Taylor, Beverly Loy
Critical Thinking and Instruction: A Review. RBS Publication No. BI-1.
Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-75
Note-30p.
Available from-Research for Better Schools, Inc., 444 North Third St., Philadelphia, PA 19123 ($2.00)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Critical Thinking, Curriculum Development, *Curriculum Enrichment, Elementary Secondary Education, Program Improvement, *Student Improvement, *Teaching Techniques, Thought Processes

This paper examines educators' interest in fostering critical thinking behaviors in relation to other process education'' concerns. It presents a definition of critical thinking and then uses that definition to classify and evaluate the literature on critical thinking, logical thinking, and reasoning. The paper examines essays, research studies, tests, and instructional materials on the basis of whether they view critical thinking as an act of inquiry, as an act of evaluation, or as a synthesis of these two processes. Finally, it offers a number of conclusions, among them that critical thinking, as a goal of instruction, should be translated into a set of context specific'' performance skills that facilitate students' performance on real life problems and decision-making tasks. (Author/FL)

Thomas, John W.

A Design for Teaching Critical Thinking Using Programmed Instruction. RBS Publication No. B1-3.

Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-Apr 73
Note-15p.
Available from-Research for Better Schools, Inc., 444 North Third St., Philadelphia, PA 19123 ($1.00)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Critical Thinking, Educational Objectives, *Educational Theories, Elementary Education, Instruction, *Programed Instruction, *Teaching Models, *Teaching Programs, Units of Study

This paper considers the implications of four theories from the literature on instruction and describes a model for teaching critical thinking to students in grades five to eight that incorporates these theories. The theories discussed are that intellectual skills represent a more meaningful instructional goal than knowledge of content; that skill training should be supplemented with deliberate instruction designed to alter the cognitive strategies, styles and dispositions of the learner; that problem-solving competence is the most meaningful behavioral objective of instruction and can be taught in a cognitive curriculum divorced from traditional subject matter areas; and that instructional material should be developed that teaches children operations and strategies for dealing with the complex problems and decisions they face in their out-of-school hours. The development of the programed instruction teaching model is outlined and instructional materials are described. The learning objectives of the five units that make up the model are presented along with a method for collecting evaluation data. (AEA)

ED 177 607 CS 205 253

Mirando, Joseph A.

Effective Junior College Student Newspaper Operation.

Pub Date-Oct 79
Note-31p.; Paper presented at the Annual Meeting of the National Council of College Publications Advisers (25th, San Francisco, CA, October 25-27, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Journalism Education, *Junior Colleges, *Organizational Effectiveness, Questionnaires, School Involvement, *School Newspapers, School Surveys, *Student Publications, Surveys

A nation wide sample of 780 junior college newspapers was surveyed in 1978, yielding 502 replies, of which 463 were suitable for analysis. The advisers and editors of these newspapers answered questions about their schools' environments, newspaper staff selection, and newspaper editorial policies. The findings revealed that at least three-fourths of all the newspapers surveyed were published weekly, biweekly, or monthly; had fewer than 20 staff members; were distributed free; contained paid advertising; were offset printed by a source not connected to the college; and had the typesetting or paste-up done by the staff. Cross-tabulating the environmental conditions with six satisfaction responses identified which conditions gave the most satisfaction. The most satisfied editors and advisers were found to use a journalism course as their primary source of recruitment; to emphasize the use of AP/UPI newspaper style standards; to compensate staff members through money or academic credit; and to stress having the newspaper offices strategically located and highly useful to staff members. (A copy of the questionnaire is attached.) (Author/RL)

ED 177 608 CS 205 254

Comprone, Joseph J.

Using Film Within the Composing Process: Prewriting and Writing.

Pub Date-78

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, CO, March 30-April 1, 1978)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *Films, Higher Education, *Teaching Techniques, *Writing Skills

Identifiers-*Composition Process, *Prewriting

This paper discusses the use of film in teaching the composing process to students. Beginning with a description of the composing process in general, it continues with a discussion of problem-solving, composing, and film, using ``The Shopping Bag Lady'' as an illustrative film. This is followed by a consideration of how to use film to generate form in the prewriting stage of composing and some specific suggestions for its use in the directing of the middle or writing stages of composing. The paper concludes with a description of the advantages of using short films in writing classes. (TJ)

Palladino, Mary Anne

On Reading Writing: A Guidebook to Student Writing Prepared for the Faculty of Glassboro State College, Glassboro, New Jersey.

Glassboro State Coll., N.J.

Pub Date-77

Note-37p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Composition (Literary), Educational Research, *Evaluation Criteria, *Evaluation Methods, Higher Education, Rating Scales, Surveys, Teacher Role, Teaching Techniques, *Writing Skills

Written for use at Glassboro State College (New Jersey), this guidebook is designed to make college composition teachers aware of the writing competencies they should expect from their students, to provide those teachers with a technique for reacting to student papers, and to provide them with advising and referral information for students with writing problems. The various sections offer the following: results of a survey of business and industrial organizations to ascertain the communication skills required for entry-level positions and how those skills are determined by the employer; results of a survey of the college's faculty concerning their role in ensuring the writing competency of general studies graduates; the writing competency criteria, writing evaluation form, and correction symbols used at the college; steps in making the writing assignment; suggestions for teaching the writing of research papers, including suggested research manuals and a research paper rating sheet; suggestions for the essay question; advising information, including a discussion of the college learning skills center, lists of writing handbooks and of writing courses offered at the college, and rules for exempting a student from a course; and some thoughts on grading. Three student papers and their rating sheets are appended. (FL)

ED 177 610 CS 205 258

Lamberg, Walter J., Ed.

Writing: From Walls to Paper. The Texas Hill Country Writing Project.

Texas Univ., Austin. Dept. of Curriculum and Instruction

Spons Agency-Austin Independent School District, Tex.; Education Service Center Region 13, Austin, Tex.

Pub Date-79

Note-135p.

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Composition (Literary), *Creative Writing, Elementary Secondary Education, English Instruction, *Evaluation Methods, *Expository Writing, Grammar, Learning Activities, Literature, Student Attitudes, *Teaching Techniques, *Writing Skills

Identifiers-*National Writing Project

The 22 articles in this collection, written by experienced teachers of English, present effective learning activities for developing a variety of skills, qualities, and attitudes in writing. Demonstrating different teaching methods, the articles relate to key principles advocated by the National Writing Project: attention to fluency, peer response, and opportunities to develop writing abilities. Part One presents ideas for helping students get started with writing. Topics dealt with include individual and group activities for developing fluency and positive attitudes toward writing, writing anxiety, simulation games, first-hand observation by students to stimulate writing, and the relation of grammar study to writing. Part Two offers a variety of ideas for developing composing skills and qualities. Specific topics covered are: planning composition experiences for a beginning essay course; the structured character sketch; a discursive approach to an advanced study of grammar; developing fluency, self-management, and confidence in writing; a self-instructional thematic unit; planning writing for literature study; use of dialogue in narrative writing; and writing from reading. Part Three contains ideas for helping students revise their writing. Specific topics are: self- and peer-provided feedback, writing with a checklist, the responsibility for revision, writing problems, planning for the spontaneous essay, publication for the gifted student, and balancing the composition emphasis. (FL)

ED 177 611　CS 205 261

Harris, Roxy

Caribbean English and Adult Literacy.

Adult Literacy Unit, London (England).

Pub Date-Jul 79

Note-41p.; Small document

Available from-Interprint Graphic Services Ltd., Half Moon Street, Bagshot, Surrey GU19 5AL, England (60 pence plus postage)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Literacy, *Creoles, Dialects, Foreign Countries, Language Skills, *Language Variation, *Migrant Adult Education, *Teaching Techniques

Identifiers-*Caribbean Creole English, *Great Britain

Intended for adult literacy tutors in Britain who teach West Indian students, this booklet provides information about the history of Caribbean Creole English and about the ways in which it differs from Standard English. The five chapters contain discussions of the Caribbean setting; the differences between Pidgin and Creole English; Caribbean Creole English, including its grammatical features, pronunciation patterns, implications for phonics instruction, and suggestions for teaching; student attitudes toward Caribbean Creole English; and ways of dealing directly with Creole English that do not offend West Indian students, including the use of cartoon strips and poetry and other literature written in that language. (FL)

ED 177 612 CS 205 263

Hicks, Ronald G. Broussard, E. Joseph

Legislators Rate Media Coverage of the 1978 Louisiana Legislature. Research Bulletin, Volume 2, Number 3.

Louisiana State Univ., Baton Rouge. School of Journalism.
Pub Date-Jan 79
Note-10p.
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitudes, *Changing Attitudes, Evaluation, Journalism, *Legislators, Media Research, *Negative Attitudes, *News Media, Newspapers, *News Reporting, Public Officials, Public Opinion, Radio, *State Government, Television
Identifiers-*Louisiana

In a 1978 followup to a 1977 survey of Louisiana legislators' perceptions about news media coverage of the annual legislative session, the legislators ranked the four major news media (daily/weekly newspapers, television, and radio) in terms of ten coverage factors. These factors included alertness, completeness, fairness, accuracy, interest, clarity, meaningfulness, aggressiveness, responsibility, and personal coverage. Three major points were gleaned from the data. First, the relative rankings of the four media remained the same from 1977 to 1978; daily newspapers ranked highest, followed by television, radio, and weekly newspapers (dailies were rated highest on nine of ten factors and overall coverage). Second, shifts occurred in the perceived strength and weakness of each medium; weaknesses shifted from completeness and meaningfulness in 1977 to lack of personal coverage in 1978, while the perceived strength of daily newspapers shifted from aggressiveness in 1977 to alertness in 1978. Third, a pronounced and universal dropoff of the ratings of all media occurred between 1977 and 1978, perhaps because of generally deteriorating relations between legislators and the media as a result of court litigation. (RL)

ED 177 613

CS 502 396

Smith, Mary John

Investigating the Oral History Interview as Hermeneutic Conversation: A Critical Appraisal of Research Directions.

Pub Date-Nov 78

Note-11p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, MN, November 2-5, 1978); For related document, see CS 502 652

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), *Interaction Process Analysis, *Interviews, Oral History, *Research Design, Research Problems, *Research Proposals, *Theories

Identifiers-*Communication Research, *Hermeneutics

In response to a paper by E. Culpepper Clark, Eva M. McMahan, and Michael J. Hyde that calls for the application of hermeneutic theory to the study of the oral history interview, this paper notes problems in the relationships between the proposed research design and the conceptual framework for the proposed research. While conceding that the proposed research holds great promise for achieving its long-range aim of theory construction and testing, the paper argues that the conceptual bases for the research contain ambiguities that must be resolved if the ultimate theoretical promise is to be realized. It discusses the methodological problems created by two sources of ambiguity in the conceptual bases for the research: (1) the nature of the theoretical framework derived from philosophical hermeneutics is ambivalent, and (2) the conceptual nature of the rules perspective adopted by the researchers is unclear. It then proposes the assumption of a rule-governing perspective as a means for resolving the conflict. (GT)

ED 177 614 CS 502 581

Housel, Thomas J. Acker, Stephen R.

Schema Theory: Can It Connect Communication's Discourse?

Pub Date-May 79
Note-39p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), Comparative Analysis, *Discourse Analysis, Language Processing, Language Research, *Linguistics
Identifiers-*Communication Research, *Schema Theory

Defining schemas as specific representations of world knowledge, this paper contends that schema theory offers a promising approach toward the development of a comprehensive theory of communication. The paper traces the development of schema theory, reviews current literature on the subject, and points out its potential for use in future communication research. The paper concludes with a description of a schema theory-based message reception model. (FL)

ED 177 615 CS 502 609

Watt, James H., Jr.

Periodic Components in Communication Data: Models and Hypothesis Testing.

Pub Date-May 79
Note-71p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, PA, May 1-5, 1979)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Componential Analysis, Data Analysis, Evaluation Methods, *Goodness of Fit, *Hypothesis Testing, *Intervals, *Measurement Techniques, *Models, *Multiple Regression Analysis, Predictor Variables, Time Perspective, Trend Analysis
Identifiers-*Communication Research

A relatively simple procedure for modeling periodic components in time series data is presented in this paper, along with an example of the procedure's use with communication data. Similar to multiple regression analysis, the described procedure has four steps that are based on information about periodic waves and their components, how to create models of wave components by using least squares estimations of amplitude and phase, the estimation of frequency, an algorithm for computing estimates in multiple component models, significance testing with these estimates, and harmonic analysis. The paper reports on the use of the procedure on data concerning news stories about the Concorde supersonic transport in the Washington, D. C., mass media, noting that the procedure's adjustments to hypotheses about intervals between Concorde stories helped predict cycles in the data that accounted for large amounts of variance. The paper concludes that as communication data becomes increasingly time based, procedures such as the one described should become more prominent. (RL)

ED 177 616 CS 502 613

Goldman, Ronald J.
Demand for Telecommunications Services in the Home.
Pub Date-May 79
Note-16p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cable Television, *Consumer Education, *Futures (of Society), *Media Research, *Media Technology, Public Opinion, *Telecommunication

Although the availability of telecommunications services from the home has been limited because of the high costs and available technology, a restrictive regulatory environment, the conservative nature of communications systems operators, single technology thinking, and uncertain consumer demand, the situation is changing, resulting in expanded and more diverse service offerings. As many as 117 services potentially available through a multiservice cable communication system have been identified. Research findings over the past seven years have indicated that entertainment, civic functions, and special skills form a cluster of the services most preferred by consumers with a second cluster of education, banking, government information, and visitation via two-way television being desired. The primary use of telecommunications in the consumer sector today is that of entertainment. Other available telecommunications services are limited and little usage data is available, for those services that do exist. Consumer education is needed if extensive use of telecommunications for such functions as banking is to become widespread. (A list of 117 potentially available services and tables of data are included.) (TJ)

ED 177 617 CS 502 626

Yoo, Charles M.

Rural Development and Communication in the People's Republic of China: A Review.

Pub Date-79

Note-32p.; Paper presented at the Annual International Meeting of the Communication Association of the Pacific (11th, Honolulu, Hawaii, July 30-August 1, 1979)

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Communism, *Developing Nations, Foreign Countries, *Government Role, *Mass Media, Newspapers, *Rural Development, Socialism

Identifiers-*China

Communication has played an important role in the dramatic transformation of the rural social system in the People's Republic of China since 1949. Mass media in China in the first two decades of communist rule were underdeveloped when compared with that of the Western world. Interpersonal communication, on the contrary, has been proved to be one of the most effective means of communication in the socialist rural development program. The print medium, particularly official newspapers like the “People's Daily,” on the other hand, has also demonstrated its leading role in shaping and promoting the rural development policy. With the advance of the new modernization program, it is expected that China will make fuller use of its emerging mass media technology imported from the Western world in the transformation of its rural development program. (Author/TJ)

ED 177 618 CS 502 627

Glauser, Michael

Patterns of Communication in the Homes of Disturbed Children.

Pub Date-Apr 79

Note-22p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), Communication Problems, *Emotionally Disturbed Children, *Family Environment, *Family Influence, Family Problems, *Family Relationship, Social Science Research

Identifiers-*Communication Research

This paper reviews the research literature in the area of family communication and reports on what is known about communicaton in the homes of emotionally disturbed children. It then reviews and summarizes the patterns of communication cited in the literature that seem unique to such homes, including extreme emotional distance between parents, a domineering mother, incongruent communication, disruption of communication, disqualification of communication, lack of decision making lack of family boundaries, and reciprocal relationships. (FL)

ED 177 619 CS 502 628

Elsea, Ken Ashley, Dennis

Nonverbal Behaviors in Developing Relationships: An Empirically-Based Descriptive Analysis.

Pub Date-Apr 79

Note-39p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, MO, April 5-7, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Patterns, *Communication (Thought Transfer), *Interpersonal Attraction, *Interpersonal Relationship, *Nonverbal Communication, Rapport, *Social Relations, Social Science Research

Identifiers-*Communication Research, *Dyadic Communication

A study was designed to describe the nonverbal behaviors of two male/female couples as they initiated, maintained, and terminated their relationships. Over a five-month period, couple one met seven times and couple two met six times in a laboratory setting. During the meetings, observers coded the couples' nonverbal behaviors as eye gaze, smiles, head nods, touch, hand illustrations, and hand adaptors. Both frequency and duration measures were obtained for each of these categories, providing 12 categories for analysis. Techniques of data analysis included the use of summary statistics, "smoothing," jackknife variance estimates, correlations, lag correlations, correlagrams, and factor analysis. Findings showed that a clear difference existed in activity levels of the nonverbal behaviors across time, with people generally behaving differently at the initial and final parts of the relationship than they did in the middle part. (FL)

Owen, William F.

Interpersonal Communication Competence: A Transcultural Model.

Pub Date-79

Note-26p.; Paper presented at the Annual International Meeting of the Communication Association of the Pacific (Honolulu, HI, July 30-August 1, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Cultural Differences, *Cultural Factors, Higher Education, *Interpersonal Competence, *Interpersonal Relationship, Models, Research Needs, Role Perception

Identifiers-Communication Research

This paper presents a critique of current conceptualizations of interpersonal competence, reveals their underlying cultural prescriptions, and proposes a transcultural model of interpersonal communication competence designed to guide the teaching of interpersonal communication as well as research in that area. (FL)

ED 177 621 CS 502 631

Applbaum, Ronald L. Anatol, Kark W. E.

An Examination of the Relationship between Job Satisfaction, Organizational Norms, and Communication Climate among Employees in an Organization.

Pub Date-79

Note-16p.; Paper presented at the Communication Association of the Pacific Conference (Honolulu, Hawaii, July 30-August 1, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Correlation, Group Norms, Higher Education, *Job Satisfaction, *Organizational Climate, *Organizational Communication, Reliability, Statistical Analysis, Validity

Three separate instruments were used to measure and assess the interrelationships of organizational norms, communication climate, and job satisfaction. Of the 155 top administrators and managers at California State University, Long Beach, 101 subjects completed all three measurement instruments. Statistical analysis showed that a significant correlation existed between job satisfaction and communication climate. Job satisfaction and organizational norms correlated significantly, but the two factors combined accounted for only four percent of the total variance. The correlation between communication climate and organizational norms was not statistically significant. A factor analysis of the organizational norms instrument indicated that it did not appear to have the validity purported by its creator. Overall, the study suggests that the hypothesized positive relationship of organizational communication and job satisfaction does occur in an actual organization. (RL)

ED 177 622 CS 502 632

Coldeway, D. O. Rasmussen, R. V.

Conducting Task Analysis: The Effects of Interpersonal Dynamics. First Draft.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), Information Theory, Interpersonal Competence, *Interviews, Psychological Studies, *Task Analysis

This paper explores the interview model of task analysis and attempts to identify the interpersonal variables that affect its efficacy. In addition, it explores why the process of task analysis is important and describes the communication processes that facilitate or inhibit effective process and desired outcome during task analysis. (FL)

ED 177 623 CS 502 639

Herzog, Michael Hazel, Harry, Jr.
Blending Speech, English and Logic.
Pub Date-79
Note-12p.; Report prepared at Gonzaga University
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, *College Programs, *Communication Skills, *English Instruction, Higher Education, *Interdisciplinary Approach, *Logic, *Speech Instruction

For the past few years, educators have attempted to find solutions for the growing literacy crisis in American colleges. Gonzaga University in Spokane, Washington, has tried an integrated approach, a thought and expression'' program based upon a classical model. On the assumption that students can improve communication by integrating logic, English, and speech, freshmen are required to take all three courses during the same semester. Instructors in the three departments at Gonzaga make a concentrated effort to reinforce the overall goals rather than simply repeat subject matter. (Author/TJ)

ED 177 624 CS 502 641

Valler, Tom Springhorn, Ron G.
Cognitive Mapping and Assessing the Communication Student.
Pub Date- 78

Note-18p.; Report prepared at East Texas State University
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Style, *Evaluation Methods, Interpersonal Relationship, *Learning Modalities, Self Concept, *Speech Communication, *Student Characteristics, Student Teacher Relationship, Teaching Methods, *Teaching Styles
Identifiers-*Cognitive Mapping

Cognitive mapping is a way to determine cognitive style. Based on the Hill Educational Sciences Model,'' cognitive mapping is generally applicable in education at any level and in any area, but it has particular applications in communications courses. The simplest method of applying the cognitive style mapping procedure is to have students respond to a variety of statements as pertaining to them usually,'' sometimes,'' or seldom.'' Cognitive style maps are prepared from these responses for each student in the class and for the class as a whole. Basically, the maps place the students (and the instructor) on different scales that indicate preferred ways of learning and interacting with others. The maps show teachers quickly and with reasonable accuracy what their audience is like, thus streamlining the process of selecting the teaching methods most likely to work with the particular audience. (A sample of the type of cognitive style map used at East Texas State University is attached.) (RL)

ED 177 625 CS 502 642

Hur, K. Kyoon Jeffres, Leo W.

A Conceptual Approach to the Study of Ethnicity, Communication and Urban Stratification.

Pub Date-79

Note-33p.; Paper presented at the Communication Association of the Pacific Conference (Honolulu, Hawaii, July 30-August 1, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Patterns, *Communication (Thought Transfer), *Ethnicity, Organizational Theories, Urban Culture, *Urban Population

Identifiers-*Communication Research

The major dimensions of ethnicity are examined in this paper. The first section reviews research literature in three content areas ethnicity, stratification, and communication and in each of these areas generates hypotheses based on the available evidence in sociological, anthropological, and psychological literature. The second section of the paper develops a theoretical model with 31 propositional statements that reflect a concern for the systematic study of ethnicity. (FL)

ED 177 626 CS 502 643

Enos, Richard Leo, Ed. Wiethoff, William E., Ed.

H TEXNH: Research Methods and Topics for the History of Rhetoric; Proceedings of the Speech Communication Association Doctoral Honors Seminar (2nd, Bloomington, Indiana, March 1979)

Pub Date-79

Note-32p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Discourse Analysis, Higher Education, *Historiography, Literary Criticism, Literary History, Persuasive Discourse, Philosophy, *Research Methodology, *Research Needs, *Rhetoric, *Rhetorical Criticism

The theme of the doctoral honors seminar reported here was the reappraisal of rhetorical research. After a preface and the seminar's keynote address about the ten negative commandments for the rhetorical historian, abstracts of seminar presentations are grouped under the headings rhetoric and culture, rhetoric and philosophy, and discourse analysis. Abstracts deal with the following topics: Joseph Priestley personifying eighteenth century zeitgeist,'' how to study the Rhetorimachia'' of Anselm De Besate, the rhetoric of Al-Farabi, Plato's knowledge of Gorgias, a synthetic theory of sympathy, reexamining the logic of Peter Ramus, Augustine on teaching, Cicero's rhetorical situation in the Philippics,'' the socially constructed reality of Athenian funeral orations, a phenomenological approach to Richard Wagner's Gesamtkunstwerk'' and the emergence of conflicting rhetorical styles in post-restoration England. (RL)

ED 177 627 CS 502 644

Howkins, John, Ed.

The Frequency Spectrum Radio.

International Inst. of Communications, London (England).

Pub Date-Sep 79
Note-41p.
Journal Cit-InterMedia; v7 n5 Sep 1979
Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Communications, Communication Satellites, Conferences, Foreign Countries, *International Relations, *Mass Media, Media Technology, *Radio, *Telecommunication, Video Equipment
Identifiers-*World Administrative Radio Conference

This journal issue focuses on the frequency spectrum used in radio communication and on the World Administrative Radio Conference, sponsored by the International Telecommunication Union, held in Geneva, Switzerland, in the fall of 1979. Articles describe the World Administrative Radio Conference as the most important radio communication conference to be held in 20 years, whose purpose was to bring up to date the international regulations applicable to all radio communication services, and whose decisions have the force of a treaty.

Other articles explain the frequency spectrum, discuss its management, and outline some of the issues discussed at the conference. Additionally, there are articles on videotex, home video, the use of satellites, and other areas of telecommunication. (MKM)

ED 177 628 CS 502 645

Brown, Charles T.

Fantasy in Human Relationships: Japanese vs Western Cultures in Images of the Ideal.

Pub Date- 79

Note-20p.; Report prepared at Western Michign University

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Culture, *Cross Cultural Studies, Cultural Traits, *Fantasy, Foreign Culture, *Human Relations, *Interpersonal Relationship, *Japanese, Self Concept

Identifiers-Japan

This paper explores the use of fantasy in human relationships with emphasis on its contrasting uses in American and Japanese culture. Fantasy is defined as a private world of conversation or expectations of the self that may not be sufficiently verbalized for a person to have a very clear understanding of its meaning in his or her experience. Seven ways that people relate the ideal fantasies of relationship to their daily living are given: (1) They may introject an ideal and expect themselves to live by it, as in Japanese life the most real of realities is the way one is perceived by others; (2) In Western culture the central fantasy is the perfect person who is the image of God (God is love); (3) Americans judge all actions of the other person against their ideal; (4) Americans try to establish the ideal relationship by an effort to change the other person into the person of their ideal; (5) A way to deal with the fantasized relationship in American culture is to maintain a relationship only so long as it exists in accordance with our private fantasy; (6) One of the more common uses of American fantasies is to reverse the Japanese view that the cultural ideal is the real and to project feelings as the ideal; and (7) They can grow weary of human interaction and live out much of their time in fantasies, which is the essence of loneliness. (MKM)

ED 177 629 CS 502 646

Purnell, Sandra E., Ed.

Women's Studies in Communication Bulletin; Volume 3, Number 1, Summer 1979.

Organization for Research on Women and Communication, Los Angeles, Calif.
Pub Date-79
Note-36p.; The ORWC is affiliated with the Western Speech Communication Association
Available from-Department of Speech Communication, California State University, Los Angeles, 5151 State University Drive, Los Angeles, CA 90032
Journal Cit-Women's Studies in Communication Bulletin; v3 n1 Sum 1979
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Catholics, Females, *Feminism, *Journalism, Language Usage, *Mass Media, *Periodicals, *Rhetorical Criticism, Speech Communication, Womens Studies

This journal issue concerns women's perspectives in several areas of communication. Cynthia J. Huyink, in A Dramatistic Analysis of 'Sexual Politics' by Kate Millett,'' examines Millett's motivations and analyzes the rhetorical strategies she used to accomplish her attempt to explicate the system of patriarchy, to reveal its injustices to its victims, and to incite readers to overthrow the sexual power structure. In Covering Women: Women's Publications and the Mass Media,'' Sheila J. Gibbons describes a study that examined the relationship between advocates of women's rights who edit periodicals for women and the mass media for whom the women's movement was a news event. Sonja K. Foss, in Feminism Confronts Catholicism: A Study of the Use of Perspective by Incongruity,'' examines and evaluates the use of perspective by incongruity in two pieces of feminist rhetoric (one by Ti-Grace Atkinson and one by Mary Daly) against the policies of the Catholic church regarding women. (MKM)

ED 177 630 CS 502 647

Austin, Bruce A.

Motion Picture Attendance and Factors Influencing Movie Selection among High School Students.

Pub Date-Aug 79

Note-24p.; Paper presented at the Annual Meeting of the University Film Association (33rd, Ithaca, New York, August 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attendance, *Audiences, *Decision Making, *Films, *High School Students, *Media Research, Peer Influence, Secondary Education, Selection, Sex Differences, Student Interests

In an audience research study, 64 high school students responded to a questionnaire concerning their movie attendance habits and the importance of ten variables to their decision-making process when choosing a movie to see. The results indicated that 26.6% attended movies once a month, 23.4% twice monthly, 6.3% three times a month, 4.7% four times a month, 1.6% more than four times a month, and 37.5% less than once a month. Of the ten variables (plot, friends' comments, rating, director, female star, music, male star, parents, producer, and writer), the most important variable to these respondents was the movie's plot. Nearly 85% of the sample reported film plot as either very important or important in influencing their film attendance decision.

Summing the very important and important percentages of responses, other influential variables included: friends' comments, the film's rating, female star, and male star. Alternatively, almost an equal number judged the female and male stars respectively as neither important nor unimportant. Males reported friends' comments and film plot as significantly more important to their attendance decision than did females. (MKM)

ED 177 631 CS 502 648

Jensen, Marvin D.
Teaching Interpersonal Communication through Literature.
Pub Date- 75
Note-9p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Case Studies (Education), *Communication Skills, *Content Analysis, Higher Education, *Interpersonal Relationship, *Literary Analysis, Literature, *Teaching Techniques
Identifiers-Albee (Edward), Knowles (John)

Theories of communication can be applied to case studies in human behavior drawn from short stories, novels, plays, and screenplays, in addition to standard psychological texts and personal experiences of class members. One example is A.H. Maslow's concept of self-actualization exemplified by the character of Phineas in John Knowles' A Separate Peace''; other examples are the characters in Edward Albee's Who's Afraid of Virginia Woolf?,'' who illustrate the concepts of structural analysis, transactional analysis, and interaction ritual. Other insights into human interaction can be illustrated through high quality literature, using the students' ability to relate the narratives to their own life experiences as the primary criterion for literature selection, rather than the students' comprehension level. (AEA)

ED 177 632 CS 502 649

Ostman, Ronald E. And Others

The Importance and Perceived Reality of TV for Normal and Deviant Adults.

Pub Date-May 79

Note-27p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, Behavior Patterns, Mental Health, *Perception, *Schizophrenia, *Television, *Television Research

A total of 155 nonlabeled, normal adults and 28 labeled, schizophrenic adults were interviewed in a study to determine differences in the two groups' perceptions of television utility and reality. Hypotheses were formulated concerning expected differences in the reported importance of television in interpersonal communication, relaxation, and entertainment and as an antidote to loneliness; differences in the perceived reality of television characters; and the correlation between reported importance of television and its perceived reality for the two groups. Results showed that schizophrenics attributed less importance to television in terms of interpersonal communication than did the normal group, while the normal sample attributed less importance to television as a means of coping with loneliness. An unexpected finding for the schizophrenics was that they attributed great importance to television for relaxation and entertainment purposes since the traditional definition of this disorder holds that schizophrenics are often unable to experience pleasure in interpersonal contacts, this finding suggests that they may turn to the media as an alternative way of experiencing pleasure. In addition, the schizophrenic group consistently scored higher mean scores than did the normal sample on all items measuring perceived reality of television. Finally, the linkage between the reported importance of television and its perceived reality was positive for both groups. (FL)

ED 177 633 CS 502 650

Drake, H.

A Select Survey of Campus Radio Stations.

Pub Date-Apr 75

Note-10p.; Paper presented at the Annual Meeting of the Southern States Speech Association (Tallahassee, FL, April 1975)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Campuses, *Colleges, College Students, Educational Radio, Higher Education, Mass Media, Needs Assessment, *Programing (Broadcast), *Radio, *Southern Schools, Speech Communication

To ascertain the continued need for a campus radio station at 10 watts and to justify a subsequent increase in power, the student radio station at Auburn University (Alabama) conducted surveys of college radio stations, emphasizing facilities in the southeast United States. Some of the findings of the surveys indicated that in the southeast and nationally most stations broadcast an appreciable distance from campus and most stations programed for nonstudents as well as for student audiences. The greater number of respondents in all regions indicated that increasing coverage area to serve nonstudent listeners as well as students was the prime rationale for power increases. In the southeast, the greater number of stations programed music for more than 75% of each broadcast day; news/talk represented less than 10% of each program day for the greater number of stations. Also in the southeast, the greater number of stations appointed their management and relied on part-time personnel for staff; financing was through a variety of means; and the three leading university department affiliations for stations were mass communication, speech, and radio/television. (MKM)

ED 177 634 CS 502 651

Westin, Alan F. And Others

The Dimensions of Privacy: A National Opinion Research Survey of Attitudes Toward Privacy.

Harris (Louis) and Associates, Inc., New York, N.Y.; Sentry Insurance, Stevens Point, Wis.

Pub Date- 79

Note-91p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Computers, Futures (of Society), Government (Administrative Body), Industry, *Interest Research, Legislation, Medicine, News Media, *Privacy, *Public Opinion

This report of a Louis Harris poll on national opinions toward privacy includes the questions asked of each respondent and the responses given in categories related to age, sex, employment, income, and other factors. There are chapters on privacy and the individual; personal privacy in relation to governmental and business institutions; privacy intensive industries including employment, credit, doctors and hospitals, the news media, government, and computers; privacy in the future; privacy and future legislation; and the concept of alienation in privacy. (TJ)

ED 177 635 CS 502 652

Clark, E. Culpepper And Others

Communication in the Oral History Interview: Investigating Problems of Interpreting Oral Data.

Pub Date-Nov 78

Note-32p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, MN, November 2-5, 1978); For related document, see CS 502 396

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication (Thought Transfer), Data Analysis, Data Collection, Historiography, *Interaction Process Analysis, *Interviews, *Oral History, *Research Methodology, *Research Proposals, Speech Communication, Theories

Identifiers-*Communication Research, *Hermeneutics

The application of hermeneutic theory to the study of the oral history interview is proposed in this paper. The first section of the paper indicates why the oral interview is central to the approach of the oral historian; it then defines oral history as a communicative process and suggests an approach to investigating the oral interview that uses hermeneutics as an interpretive social science. The second section explains some essential presuppositions of hermeneutic theory, shows how the oral history interview may be represented thematically as having four distinct but interdependent hermeneutical relationships, and tells how the application of a dialectical logic to the oral interview yields categories of communicative interaction that describe how meaning is constructed and transformed in the interview. In its final section, the paper proposes research questions to be answered in a study of the oral history interview as a hermeneutical situation and describes proposed research methodology involving conversational analyses of three types of data: videotapes of oral history interviews, audiotapes of stimulated recall sessions with selected participants, and interviewers' free-response written descriptions of their expectations about the input and the output of their respective interviews. (GT)

Johnson, John R.
Oral Language and Reading Achievement.
Pub Date-Apr 79
Note-29p.; Paper presented at the Annual Meeting of the International Reading Association (24th, Atlanta, Georgia, April 23-27, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication Skills, Correlation, *Egocentrism, Elementary Education, Interaction, *Perspective Taking, Reading Ability, *Reading Achievement, *Reading Research, *Speech Communication
Identifiers-*Communication Research

A study was conducted to develop and test the empirical validity of a middle-range theory designed to explain and predict the relationship between speech communication egocentrism and reading achievement. The theory predicts an inverse relationship between elementary school children's levels of speech communication egocentrism and reading achievement. The empirical validity of the theory was tested using the scores of 180 first through sixth grade elementary students on S. Greenspan's Matrix Test of Referential Communication and the reading subtest of the Metropolitan Achievement Test. The results support the theory at all grade levels except first. (Author/RL)

ED 177 637 CS 502 654

Riley, Jobie E.

The Olfactory Factor in Nonverbal Communication.

Pub Date-79

Note-18p.; Paper presented at the Annual Meeting of the Communication Association of the Pacific (Honolulu, HI, July 30-August 1, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Animal Behavior, Communication (Thought Transfer), Group Relations, *Human Relations, *Interpersonal Attraction, *Interpersonal Relationship, *Nonverbal Communication, *Social Relations

This paper on the subject of smell in communication provides a brief survey of the subject, pulling together a wide variety of disparate ideas across many disciplines. The paper is comprised of a general introductory section and separate sections on the olfactory nonverbal communication of animals and human beings. The uses to which animals put the production and reception of odors are grouped under the following categories: safety and protection, travel, mating, food gathering, and territorial marking. The section on the olfactory aspect of nonverbal communication in human beings is divided into three areas of purpose: safety; realism; and personal, encompassing intrapersonal, interpersonal, and intragroup aspects. (MKM)

ED 177 638 CS 502 655

Tate, Eugene D.
Mass Communication Research in Canada: Television and Adults.

Pub Date-May 79
Note-38p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, PA, May 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adults, Foreign Countries, *Mass Media, Programing (Broadcast), *Television Research, *Television Viewing, Use Studies, *Violence
Identifiers-*Canada

This paper contains partial data from an investigation of adults and television conducted for the Canadian Royal Commission on Violence in the Communications Industry. The first section of the paper offers a discussion of the viewing behaviors of adult Canadians derived from interview data, while the second section examines the mean world syndrome'' or fortress mentality'' in light of the responses given by those viewers. The third section details the uses and gratifications those adults reported receiving from television viewing. The fourth section contains comparison data between the content analysis and adult viewers, and the final section offers comments about the reception of this research by the Royal Commission. Extensive tables of data are included. (FL)

Miller, Michael D. Burgoon, Michael
Receiver Expectations: Toward a New Model of Resistance to Persuasion.
Pub Date-79
Note-22p.; Paper presented at the Annual Meeting of the Communication Association of the Pacific (Honolulu, HI, July 30-August 1, 1979)
Pub Type- Information Analyses (070) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adoption (Ideas), Behavior Change, Change Agents, Change Strategies, *Changing Attitudes, *Credibility, *Expectation, *Models, *Persuasive Discourse, Speech Communication
Identifiers-*Audience Response, *Communication Research

Communication research long has noted how pretreatment strategies ("inoculations") induce resistance to persuasion, but a new model proposes that resistance is an integral part of the persuasion process. Using the inoculation framework, researchers showed the importance of threats to an individual's attitudes in developing resistance to persuasion and identified the mechanisms that increase motivation to resist. These mechanisms involve subvocalizing counterarguments, distractions that facilitate attitude change, the persuasive message's structure, and the persuasive speaker's intensity level. Other research has noted how violations of receiver expectations affect communicative behavior; but these findings are most often discussed as explanations for unexpected results. A new theoretical model suggests that resistance is best viewed as an extension of the persuasion process, allowing for the integration of threats, counterarguing, and violations of expectations in a propositional framework. This model has had convincing empirical support because it avoids relying solely on pretreatment message structures, making it more congruent with normal message reception conditions. (RL)

ED 177 640 CS 502 657

Woodward, Steve

Public Files of the SEC.

Freedom of Information Center, Columbia, Mo.

Report No.-FOI-408

Pub Date-Aug 79

Note-6p.

Pub Type- Reference Materials (130) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Business, *Documentation, *Federal Regulation, *Information Seeking, *Information Sources, *Information Utilization, News Media

Identifiers-*Securities and Exchange Commission

Some 180 different forms are used by the Securities and Exchange Commission (SEC) to cover the broad range of business activities regulated by the agency. This report examines the forms that are of greatest use to those seeking information about business. These forms are grouped in the following categories: general business information, shareholder identity, public utilities, real estate, oil and gas interests, investment advisers and broker/dealers, investment companies, companies under development, foreign connections, and miscellaneous forms. Ordering information for copies of these documents and SEC summary publications is included. (RL)

ED 177 641 CS 502 658

Cambus, John

Mass Media and the Ego-Centric Predicament/The Trivialization of Information.

Pub Date-79
Note-12p.; Paper presented at the Annual Meeting of the Communication Association of the Pacific (Honolulu, Hi, July 30-August 1, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Critical Thinking, *Egocentrism, *Mass Media, News Media, *Popular Culture, Programing (Broadcast), *Television, *Television Viewing

The discussion in this paper is based on three conclusions drawn from a professional lifetime in the media: that limited to a choice from among information, persuasion, or entertainment, the purpose of the mass media is entertainment; that given a choice between technology and content, technology such as cable TV predominates; and that faced with the choice between personality (the provider of the content) and the message (the content), the personality invariably wins out. The focus of the paper is on the first and third conclusions, and numerous examples are drawn from printed, broadcast, filmed, and videotaped media, with television programing emphasized. Suggestions are offered to conteract the lack of meaningful content in commercial television, the primary one being to refuse to view it. (AEA)

ED 177 642 CS 502 659

Trank, Douglas M.

The Effect of Student Feedback on the Improvement of Instruction.

Pub Date- 78
Note-14p.; Research prepared at the University of Iowa
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Educational Research, Effective Teaching, Evaluation Methods, *Feedback, Higher Education, *Student Evaluation of Teacher Performance, *Teacher Improvement

Fifty-four college rhetoric classes and their instructors were involved in an investigation of the extent to which student feedback gathered during the process of a course could improve instruction or students' perception of that instruction in a semester. At midterm, the classes were divided randomly into three groups. The first group of 18 were not administered a midterm evaluation by their instructors. During the eighth week of the semester, the Student Perceptions of Teaching (SPOT) form was administered to the 36 classes in the second two groups. Approximately a week after the instructors had administered these forms to their classes, each received a computer summary of individual results. The second group of instructors received only this printout, while the third group received the printout and also met with a faculty advisor to discuss the results. They also discussed the results with their respective classes. During the final week of classes, the same form was administered to all classes in the three groups. The results showed no significant differences between the two feedback groups nor between the two feedback groups and the control group. (FL)

Fisher, Walter R.

Rationality and the Logic of Good Reasons.

Pub Date-Nov 79
Note-17p.; Paper presented at the Annual Meeting of the Speech Communication Association (San Antonio, TX, November 10-13, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Interaction Process Analysis, *Logic, Persuasive Discourse, *Philosophy, *Rhetoric, *Speech Communication

This paper contends that the rationality of the logic of good reasons is constituted in its use. To support this claim, the paper presents an analysis of the relationship between being reasonable and being rational. It then considers how following the logic of good reasons leads to rationality in the behavior of individuals and groups; the latter consideration is offered in support of H. W. Johnstone's statement that each philosophical position has its own style. Finally, the paper discusses how differences in style result from differences in rules of rational interaction and the warrants that are allowable in different fields of inquiry and action. (FL)

Taylor, K. Phillip And Others
How Do Jurors Reach a Verdict? A Field Experiment.

Pub Date-Nov 79
Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, Texas, November 10-13, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Behavioral Science Research, *Court Litigation, *Decision Making, *Goal Orientation, *Group Behavior, *Group Dynamics, Problem Solving, Speech Communication
Identifiers-*Communication Research, *Juries

An examination of the impact that process instructions have on jury deliberations was conducted using ten juries of six members each. Five of the juries were given standard jury instructions, while the remaining five were given step-by-step instructions in the deliberation process designed especially for that trial. The results indicated that process instructions significantly reduced the time required to reach a verdict. A content analysis of juror statements revealed that jurors receiving standard instructions expressed significantly more statements of opinion than jurors receiving process instructions. The two groups did not

differ in 14 other content areas, and all but one jury (a "hung" jury) reached "not guilty" verdicts. (RL)

ED 177 645 CS 502 662

Hellweg, Susan A. Mandel, Jerry E.
Funding Resources for the Communication Arts and Sciences.
Speech Communication Association, Falls Church, Va.
Pub Date-79
Note-116p.; Not available in paper copy due to marginal legibility of original document
Available from-Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($5.50)
Pub Type- Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Financial Support, *Fund Raising, Higher Education, Research Opportunities, Research Projects, *Research Proposals, *Speech Communication

This book seeks to acquaint communication researchers with the process of procuring research funding. Following an introduction, two chapters discuss the identification of potential funding sources and the process of developing proposals. Other chapters provide information about government grant and contract programs, private foundation grant programs, research fellowship programs, and doctoral dissertation research grant programs. Appendixes include a Speech Communication Association funding survey, a graphic overview of the funding process, a glossary of basic funding terminology, a list of reference materials on sources of external support, a preliminary outline for writing a proposal, a sample budget summary, the evaluative criteria employed by funding agencies, information on the Public Information Act, a listing of federal agencies, and potential funding sources listed by specific communication discipline areas. A list of references and an index for funding source entries are included. (RL)

ED 177 646 CS 502 664

Haiman, Franklyn S.

Recent Trends in Free Speech Theory.

Pub Date-Nov 79

Note-8p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Constitutional Law, *Freedom of Speech, Information Theory, *Legal Education, News Reporting, *Supreme Court Litigation

Identifiers-Advertising, Libel, Obscenity

This syllabus of a convention workshop course on free speech theory consists of descriptions of several United States Supreme Court decisions related to free speech. Some specific areas in which decisions are discussed are: obscene and indecent communication, the definition of a public figure for purposes of libel action, the press versus official secrecy, commercial speech and First Amendment protection, and rights of private property versus rights of free speech. (TJ)

ED 177 647 CS 502 665

Skopec, Eric Wm.

The Mission of Contemporary Rhetoric: A Taxonomic Perspective.

Pub Date-Nov 79

Note-16p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classification, Definitions, *Intellectual Disciplines, *Rhetoric, *Taxonomy

Arguing for a taxonomic approach'' to the determination of the meaning of rhetoric,'' this paper first indicates the need for renewed speculation about the ordering of knowledge as a whole. It then indicates the importance of general taxonomies for understanding rhetoric, illustrates its position with a pair of modern taxonomies, and concludes by suggesting some criteria for such taxonomies. (FL)

ED 177 648 CS 502 666

Ulrey, Evan
Barton Warren Stone: An American Religious Movement.
Pub Date-Nov 78
Note-23p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Clergymen, *Religion, *Religious Cultural Groups, *Religious Organizations, Rhetoric, Speech Communication, *United States History
Identifiers-*Stone (Barton)

This biographical sketch of Barton Warren Stone, an early American advocate of the Restoration Movement, describes and interprets some of the innate and environmental factors that must have been to a large measure responsible for his leadership of what has been called the largest indigenous American religious movement. It details some of the political, philosophic, and theological contexts of the early eighteenth century in which Stone's movement developed. It describes Stone as one who had a reputation among his contemporaries as a scholar, teacher, theologian, editor, writer, and evangelist whose chief claim to uniqueness as a religious leader lay in his definition and interpretation of the New Testament basis of Christian unity and fellowship. It describes the thesis of Christian unity as being the major emphasis of Stone's life and work. (TJ)

ED 177 649 CS 502 668

Kirby, Michael, Ed.
Structuralist Performance Issue.
Pub Date-Sep 79
Note-122p.; Photographs may not reproduce clearly
Journal Cit-The Drama Review; v23 n3 Sep 1979
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Drama, Dramatics, Films, Foreign Countries, *Literary Analysis, *Theater Arts

Defining structuralism as an unannounced aesthetic movement that involves not only the theatre but all arts, this journal issue focuses on structuralist performance. The nine articles provide information on the following topics: the French theatre group, Atelier Theatre et Musique; Tell Me,'' a play by Guy de Cointet; patterning in Five Shaggy-Dog Operas,'' by Tom Johnson; David Gordon's What Happened''; Jim Neu's Him or Me''; the English Theatre of Mistakes; structural film in retrospect; turning structuralist plays into structuralist films; and the mystery plays of Michael Kirby. (FL)

ED 177 650 CS 502 669

Kirby, Michael, Ed.
Performance Theory: Southeast Asia.
Pub Date-Jun 79
Note-125p.
Journal Cit-The Drama Review; v23 n2 Jun 1979
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Acting, *Cross Cultural Studies, *Cultural Interrelationships, *Drama, *Dramatics, Foreign Countries, *Non Western Civilization, *Theater Arts
Identifiers-*Asia (Southeast)

Focusing on the contemporary theatre in Southeast Asia, this journal issue sheds light on the intercultural relationships that exist between that part of the world and the Western world. In addition to a transcript of a Balinese ``topeng'' (storytelling) performance, the journal contains eight articles that provide information on the following topics: the construction of reality and unreality in Japanese theatre, visitation and illusion in the Mask Theatre of Abli, becoming a clown in Bali, the life in art of a Balinese shadow puppeteer, Teatr Loh in Indonesia in 1977-78, the Seraikella Chhau theatre in India, spirit cult festivals in South Kanara, the Teyyam Kettu (ritual performances) of Northern Kerala, and Kalarippayatt (the martial art of Kerala). (FL)

ED 177 651 CS 502 670

Wartella, Ellen, Ed.

Children Communicating: Media and Development of Thought, Speech, Understanding.

Pub Date-Feb 79

Note-286p.; Sage Annual Reviews of Communication Research, Volume 7

Available from-Sage Publications, Inc. 275 South Beverly Dr., Beverly Hills, CA 90212 ($18.50 cloth, $8.95 paper)

Pub Type- Books (010) - Collected Works - General (020) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Adolescents, *Child Development, *Children, Cognitive Development, *Communication (Thought Transfer), Elementary Secondary Education, Language Development, Mass Media, *Media Research, Television, Television Commercials, *Television Research, *Television Viewing

Identifiers-*Media Effects

Investigations of the growth of children's communicative behavior and ability, in terms of their interactions with media and their communication with other people, are described in this book. The first chapter presents an overview of the studies, explains the developmental perspective that characterizes them, and identifies some issues fundamental to studying how children communicate as they grow older. The remaining eight chapters report research results relating to the following topics: children's comprehension of television content; the way media symbols partake in the development of children's abilities; children's television attention patterns; children's understanding of television characters; the development of communication in children; language and cognition in the developing child; a model for assessing mass media effects, and its application in determining how adolescents are affected by media content related to their stage in the life cycle; and the young child as consumer. (GT)

ED 177 652 CS 502 674

Brown, Kenneth L.
Assessment of Basic Oral Communication Skills.
Speech Communication Association, Falls Church, Va.
Pub Date-Oct 79
Note-9p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education, Communication Skills, Elementary Secondary Education, *Evaluation Methods, Listening, *Rating Scales, *Speech Communication, *Speech Evaluation, Speech Skills, *State Programs, Tests, Writing Skills

This bibliography includes materials for educators who are concerned with assessment of basic speaking and listening skills and is categorized as follows: (1) speech rating scales; (2) listening; (3) functional communication; (4) bilingual education; (5) reviews of tests and instruments; (6) materials on practices in states and local districts; (7) writing assessment; and (8) testing in general. (Author)

ED 177 653 CS 502 675

Warnick, Barbara
Rhetoric in Group Action: A Theory of Social Movements from Jean-Paul Sartre.
Pub Date-Nov 79
Note-23p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Discourse Analysis, *Group Structure, Interaction Process Analysis, *Organizations (Groups), *Rhetoric, Rhetorical Criticism, *Social Action
Identifiers-*Sartre (Jean Paul)

The implications of a social movement theory advanced by Jean-Paul Sartre in his Critique of Dialectical Reason'' is examined in this paper. The paper notes that unlike sociologists and rhetoricians who have stressed the psychology of movement adherents, the reasons for movement formation, or the movement's interaction with power agents, Sartre bases his analysis on the forms of organization within the group. The paper then reviews the five forms of groups discussed by Sartre the series, the fused group, the pledged group, the organization, and the institution and describes the functions of rhetoric particular to each form. (Author/FL)

Matlon, Ronald J.

Debating in Japan.

Pub Date-Nov 79
Note-11p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Debate, *English (Second Language), Foreign Countries, Higher Education, *Second Language Learning
Identifiers-*Japan

Debate in English is growing in popularity in Japan as a way of learning the English language and the Western way of thinking. English Speaking Societies that sponsor debate activities are found at many Japanese colleges and are popular since many students believe that knowing English will provide them with better job opportunities. The format for two-person debates consists of constructive speeches, rebuttals, and cross-examination followed by summary speeches. Japanese debaters rely heavily on English newspapers for their sources of information and are generally not as specific in argumentation as Americans, and what is left unsaid can be as crucial to their arguments as what is said. (TJ)

ED 177 655 CS 502 678

Griffis, Betty Ann

Crosscultural Issues in the Process of Sending U.S. Employees of Multinational Corporations for Overseas Service: Theoretical Considerations with Practical Implications.

Pub Date-Nov 79
Note-54p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Business, *Cross Cultural Training, *Cultural Interrelationships, Employee Attitudes, Employer Attitudes, *Employer Employee Relationship, *Foreign Nationals, *Organizational Communication, Research Needs
Identifiers-*Intercultural Communication

Defining the multinational as a producing enterprise motivated by profit and owning or controlling facilties in more than one country, this paper analyzes the process employed by United States multinationals in sending parent country nationals abroad for service in a subsidiary. It first examines the process in its fullest form by citing practical and theoretical viewpoints in current literature and then explores the actual practices, according to this process, used by multinationals. Next, it defines the problem area by showing the disparity between the fullest definition of the process "at best" and the actual process as practiced "in reality." The paper concludes that the gap exposed by this contrast is antithetical to a multinational's smooth operation and interferes with necessary communication on the macrolevel between parent company and subsidiary and on the microlevel between an employee on overseas service and host national employees. The organization of a professional cross-cultural training field and the establishment of a theoretical framework are suggested as means of internationalizing the outlook of the multinationals. (FL)

ED 177 656 CS 502 679

Hample, Dale
A Review of Empirical Literature on Logical Processes.
Pub Date-Nov 79
Note-28p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, *Discourse Analysis, *Logic, *Persuasive Discourse, *Rhetoric, Speech Communication

To determine whether argument is logical, this paper reviews the empirical literature on perception, memory, and reasoning. It finds cognitive processes to be inferential, thus supporting the assumption that argument is logical. It notes, however, that a cognitive view of argument must be taken to appreciate this logicality, because people commonly use premises not available in a rhetorical or experimental text to solve problems. The paper concludes that when these emendations are not noticed, many responses are taken for logical errors. (Author/FL)

ED 177 657 CS 502 680

Tubbs, Stewart L. Gritzmacher, Karen J.

Supervisory Communication and Organizational Effectiveness: Past, Present, and Future Research Issues.

Pub Date-Nov 79

Note-19p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aggression, Assertiveness, *Communication Skills, Language Patterns, *Organizational Communication, *Organizational Effectiveness, Performance Factors, Sex Differences, Sex Stereotypes, Speech Communication, *Supervisory Methods

Identifiers-*Communication Research

This paper explores the relationship between communication style and organizational effectiveness. The first section of the paper reviews eight empirical studies that illustrate the importance of communication style in organizational effectiveness. The second section of the paper discusses management functions and particular communication styles in terms of assertiveness, aggressiveness, nonassertiveness, language patterns, and sex differences. The final section presents research questions for further study. (Author/RL)

ED 177 658 EA 011 825

Barletta, Charles, Ed. And Others

Planning and Implementing Parent/Community Involvement into the Instructional Delivery System. Proceedings from a Parent/Community Involvement Conference.

Midwest Teacher Corps Network, Lansing, Mich.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-112p.; Not available in paper copy due to small print of original document

Available from-Institute for Research on Teaching/Publications, 252 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824 ($2.00)

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, *Community Involvement, Decision Making, Parent Influence, *Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, Preschool Education, Program Development, *School Community Relationship, Tutors, Volunteers

Identifiers-Home Education Learning Program, Home School Institute DC, Parent Education Follow Through Program, Parent Education Program, Parents are Teachers Too Program, Preparing Educ Parent Community Involve Workshops

Bringing together parents, teachers, and researchers, this conference was intended to provide a climate in which participants could examine their own needs and develop their own action plans for the development and implementation of parent and community participation in schools. The goals of the conference were to provide descriptions of proven parent/community participation models, consider the decisions teachers must make and the institutional arrangements needed when implementing such models, and delineate the significant research questions concerning further refinement of existing models. Participants whose presentations are included in this volume looked at the characteristics of current models of parent/community involvement in teaching and learning, the settings in which models have been implemented, constraints to be considered by users, future of the models and the interface of the school-oriented dimensions of the model with other community efforts. Overviews are offered of the Home Education Learning Program (HELP), Home School Institute (HSI), Parent Education Follow Through Program, Parents Are Teachers Too Program, Parent Education Program, and the Preparing Educators for Parent/Community Involvement Workshops. (Author/JM)

ED 177 659 EA 011 872

Goertz, Margaret E.

Money and Education: Where Did the 400 Million Dollars Go? The Impact of the New Jersey Public School Education Act of 1975.

Educational Testing Service, Washington, D.C. Education Policy Research Inst.
Pub Date-Mar 78
Note-51p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Finance, Elementary Secondary Education, Equal Education, *Equalization Aid, *Finance Reform, Property Taxes, School Taxes, *State Aid
Identifiers-Expenditure Caps, New Jersey, *New Jersey Public Education Act of 1975, State Aid Formulas

The New Jersey Public School Education Act of 1975 attempted to correct inequities in the collection and distribution of school tax revenues throughout the state. This study examined distribution of New Jersey state aid in 1977 and evaluated the effects of the act. Results indicate that 68 percent of the additional state aid generated by the act went to districts of moderate wealth, and the basic distribution pattern of aid remained unchanged. Also, the new state aid was used to provide property tax relief to poorer districts. In sum, the broad outcome of the new law has been almost negligible. District wealth is still the major factor in determining the level of educational expenditures in New Jersey. A number of questions concerning the impact of the act require further study. (Author/JM)

ED 177 660 EA 011 873

Berks, Joel S. Moskowitz, Jay H.

Analysis of Data Contained in "School District Basic Fiscal Data, 1974-1975'' and "New York State Consolidated Data Base, 1974-1975.'' Revised Edition.

Educational Testing Service, Washington, D.C. Education Policy Research Inst.

Pub Date-Jun 76

Note-116p.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Assessed Valuation, *Educational Opportunities, Educational Quality, Equal Education, *Expenditure Per Student, *State Aid

Identifiers-*New York, Property Wealth

A revision of a report introduced as evidence in the school finance case Levittown v. Nyquist, this report analyzes the way educational revenues are raised and distributed in New York State and demonstrates the impact of these methods on educational services. The study was based on 1974-75 official New York State data and utilized analytic procedures used by the State Education Department in preparing its financial reports. Overall findings indicate that there is a wide range of property valuation per pupil among districts of the state, that expenditures per pupil vary directly with property value differentials, that state aid fails to offset that pattern, and that the result is a systematic discrimination in the educational opportunity provided to the public school pupils of New York State. (Author/JM)

Baratz, Joan C. Sinkin, Judy G.

Issues Concerning the Construction of an Equalization Plan for the Allocation of School Resources in the District of Columbia.

Educational Testing Service, Washington, D.C. Education Policy Research Inst.

Pub Date-Jun 76

Note-46p.; Figure 1 may be illegible

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, Budgeting, Court Litigation, Educational Opportunities, Elementary Secondary Education, *Equal Education, *Finance Reform, Planning, *Resource Allocations

Identifiers-*District of Columbia, Elementary Secondary Education Act Title I, Wright Decree

This report describes the issues to be considered and the decisions required for developing a plan to equalize resource distribution in District of Columbia schools. It compares the specifications for equalization under the court-ordered Wright Decree with those of Title I. It considers concepts of equality, resources to be equalized, definition of the components of the equalization plan, the means of comparison designated, and the requirements for reporting and maintaining compliance. The report concludes that there are many possible equalization plans that might be developed to conform to or go beyond the court order. (Author/JM)

Baratz, Joan C.

Requiring Performance Standards for Children: What Is the State's Responsibility?

Pub Date-Dec 77
Note-42p.; Presented to the National Conference of State Legislators (Washington, D.C., December 1977); Tables may not reproduce clearly
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Standards, Elementary Secondary Education, *Minimum Competency Testing, *State Legislation, *State Standards, Surveys, Testing Programs

From the concern over the poor educational performance of school children nationwide has evolved the question of setting higher standards via testing. This paper focuses on the state's responsibility to require performance standards for children. Topics discussed include general issues related to the testing controversy, recent state efforts to use testing to reform the educational system, policy issues related to minimal standards, and legal responsibilities of institutions that impose standards on students. The paper concludes that, ultimately, an institution must be able to demonstrate that every effort has been made to provide children with the opportunity to learn. Several tables provide information on the actions of individual states in setting educational standards. (Author/LD)

ED 177 663 EA 011 935

Emergent Leadership: Focus on Minorities and Women in Educational Administration. Volume 3, Number 1, Winter 1978.

University Council for Educational Administration, Columbus, Ohio.
Pub Date-78
Note-53p.
Journal Cit-Emergent Leadership; v3 n1 Win 1978
Pub Type- Collected Works - Serials (022) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrative Personnel, Administrator Selection, Black Colleges, *Black Education, *Black Students, College Programs, *Disadvantaged Youth, Educational Change, *Higher Education, Mexican Americans, Middle Management, *Minority Groups, Sex Fairness, Socialization, State Departments of Education, Vocational Education
Identifiers-Bakke v Regents of University of California

This periodical is intended for exchanging information about leadership achievements, program innovations, research findings, and organizational developments having special interest to and bearing upon minority group members and women in education. This issue contains six articles, State Education Agencies and the Delivery of Quality Educational Services to Black Students'' by John F. Heflin; Vocational Education: Implications for Educational Administrators'' by N. Allan Sheppard; Black Students in Higher Education'' by Benjamin R. McClain; Socialization: Chicano Administrators in Higher Education'' by Baltazar A. Acevedo, Jr.; Affirmative Action Officers: A Preliminary Study'' by Charlotte Robinson, and The Liberated Man,'' a book review, by Susan B. Phibbs. (Author/JM)

ED 177 664 EA 011 940

The New Women's Network. Annual Meeting (Atlanta, Georgia, February 15-16, 1978). Wanted: More Women'' Series.

National Council of Administrative Women in Education, Washington, D.C.
Pub Date-78
Note-37p.
Available from-National Council of Administrative Women in Education, 1815 Fort Myer Drive North, Arlington, VA 22209 ($4.00; 5% discount for 25 or more copies)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Personnel, Females, *Feminism, Males, Management, *Networks, *Sex Discrimination, *Sex Fairness, *Sex Role, *Sex Stereotypes, Speeches, *Working Women

The five speeches in this publication were presented in 1978 at the 63rd annual meeting of the National Council of Administrative Women in Education. Men and women whose speeches appear here touch on key issues involved in the struggle for sexual equality in management jobs. They focus on a new women's network that is gaining popularity as an effective tool to combat the systematic, traditional, male network that governs the professional arena. (Author/LD)

ED 177 665 EA 011 958

Newitt, Jane, Ed.
Future Trends in Education Policy.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-142p.
Available from-Lexington Books, D.C. Heath and Company, 125 Spring Street, Lexington, MA 02173 ($14.95)
Pub Type- Opinion Papers (120) - Collected Works - General (020)
Document Not Available from EDRS.
Descriptors-Academic Achievement, Basic Skills, Bureaucracy, Citizen Participation, Decision Making, Declining Enrollment, Demography, Due Process, Educational Finance, Educational Innovation, *Educational Policy, *Futures (of Society), Governance, Long Range Planning, School Organization, *Social Change, Social Influences, *Speeches, Student Rights, *Trend Analysis, Urban Education
Identifiers-Neoconservatism

These essays deal explicitly with the future of the public schools and implicitly with the problem of making responsible predictions. Following an introduction by Herman Kahn, the first two essays deal with the social and social policy context of the schools. B. Bruce-Briggs contrasts alternative long-term and current cultural trends. Jane Newitt, proposing a cyclical theory of social policy, suggests four possible scenarios. The next two essays deal with trends in educational theory and practice. Herbert I. London maintains that innovation will return to vogue (but offers no timetable). Frank E. Armbruster documents the basis of the back-to-basics movement but does not guess its duration. In the following essay, Diane Ravitch defines the ends and means that urban schools can pursue despite contextual problems that will not disappear soon. The next essay, Martin T. Katzman's on demographic trends, opts for a future in which birthrates and mobility patterns will neither accelerate nor reverse in any extreme way. Legislative and judicial intervention in the conduct of schools is dealt with in Mark G. Yudof's essay focusing on the due process rights of students. David K. Cohen, in the last essay, considers schools as bureaucracies in relation to the modern quest for more citizen participation. (Author/JM)

ED 177 666 EA 012 137

Plank, Betsy Ann

Kingsley Lecture.

Pub Date-17 Jul 79
Note-27p.; Paper presented at the National School Public Relations Association's National Seminar (Chicago, Illinois, July 17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Education, Elementary Secondary Education, *School Industry Relationship
Identifiers-*Chicago Public Schools IL

This paper, given as a speech, proposes a stronger school partnership with the business community. Some of the reasons listed for the commitment of business education are (1) students and teachers are customers and need to know how to use products and services effectively; (2) when education prepares students for good jobs, the students become better customers and informed decision-makers; (3) when education does not prepare students, the burden of remedial education and training falls on business which is costly; (4) business cares about having its taxes used wisely; and (5) students are the children of employees and the skills they learn today will affect the quality of their future lives. The paper suggests the gap between high school graduates and the jobs they seek is widening. It details the work of a Chicago task force of employers and community members who set up and fostered a successful career education program. (Author/LD)

ED 177 667 EA 012 150

Barger, Josephine C.

A Model Instrument for the Evaluation of School Administrators.

Pub Date-Sep 79

Note-33p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Tucson, AZ, September 26-28, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Attitudes, *Administrator Evaluation, Communication (Thought Transfer), Decision Making, Elementary Secondary Education, Evaluation Methods, Leadership Styles, *Principals, *Teacher Attitudes, *Teacher Participation

This project surveyed teacher attitudes toward the performance style of three school administrators. The administrators devised a rating scale incorporating items from several other scales and administered it to their staffs. The first part of the study revealed that teachers at one school an elementary parochial school were dissatisfied with communication and with the amount they were asked to participate in decision-making, but that they were satisfied with their administrator's support, public relations, and leadership qualities. In the second part of the study, the ratings of the elementary school administrator were combined with those of the two public high school administrators to determine common areas of needed improvement. Results indicated dissatisfaction with the lack of democracy in all three schools and inadequate classroom visitations but satisfaction with the personalities and support of principals. Implications of the studies are that principals should attempt to share decision-making with teachers. Samples of the questionnaire are included in the appendix. (Autnor/JM)

Johnson, William A., Jr. And Others
The Financing of Quality Education. Proceedings of a Symposium (Rochester, New York, October 27-28, 1977).
Rochester Univ., N.Y. Coll. of Education.; Urban League of Rochester, Inc., N.Y.
Pub Date-77
Note-117p.; For individual papers, see EA 012 154-158
Pub Type Opinion Papers (120) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Change Strategies, Citizen Participation, Educational Change, *Educational Finance, *Educational Improvement, Educational Quality, Efficiency, Elementary Secondary Education, Finance Reform, *Public Education, Resource Allocations, School Organization, *Urban Education
Identifiers-*New York (Rochester)

The symposium on the Financing of Quality Education was intended to initiate a dialogue in the Rochester-Monroe County, New York, area among professional educators, administrators, parents, businessmen, and experts in the field of educational finance and management. About 80 of the key players in the educational decision-making arena for this area convened. Five scholars in the field of educational finance presented the symposium participants with indepth treatments of some of the key issues affecting schools today. Their papers make up the core of this publication. An introduction and a list of participants are also included. (Author/MLF)

ED 177 569 EA 012 154

Johnson, William A., Jr.

The History of School Politics and Its Impact on Public Confidence.

Rochester Univ., N.Y. Coll. of Education.; Urban League of Rochester, Inc., N.Y.

Pub Date-77

Note-10p.; Paper from "The Financing of Quality Education" (EA 012 153); For related documents, see EA 012 153-158

Available from-Not available separately; See EA 012 153

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Academic Achievement, *Citizen Participation, *City Problems, Collective Bargainin[illegible]ducational Finance, Educational Policy, Elementary Secondary [illegible]ation, *Politics, *Public Education, School Integration, *Urban Education

Identifiers-*New York (Rochester)

There is evidence that the fortunes of our cities and their public schools are intertwined. However, in Rochester and in many other cities, there usually is little significant cooperation or support by public groups for urban education. The growth of professionalism and expertise among teachers, separation from municipal government, and domination of school boards by superintendents have worked to discourage citizen involvement. Other factors that have lowered citizen involvement are the exodus to the suburbs, the struggle to desegregate urban schools, the highly politicized nature of the educational scene in the 1960s and the early 1970s, the changeover from a partisan-elected to a non-partisan-elected school board, and the impact of collective bargaining on the public control of public education. These factors have combined to discourage and weaken public involvement and leadership in shaping, making, and supporting educational policy decisions. There is a need to create a new forum or mechanism for bringing together all interested parties to engage in an ongoing dialogue in search of our common interests in successful urban education and ways to advance them. (Author/MLF)

Garms, Walter I.
The Three Basic Questions of School Finance: Who Should Pay? Who Should Benefit? Who Should Govern?
Rochester Univ., N.Y. Coll. of Education.; Urban League of Rochester, Inc., N.Y.
Pub Date-77
Note-28p.; Paper from "The Financing of Quality Education" (EA 012 153); For related documents, see EA 012 153-158
Available from-Not available separately; See EA 012 153
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Basic Skills, *Educational Finance, Efficiency, Elementary Secondary Education, Equal Education, Expenditure Per Student, *Finance Reform, Full State Funding, Property Taxes, *Public Education, Public Policy, School Taxes
Identifiers-*New York

This paper attempts both to provide a way of looking at school finance in order to make wiser decisions about it and to discuss some alternative ways to finance the public schools of New York State. The New York school finance system is examined in terms of equity, efficiency, and responsiveness, as are some of the characteristics of the educational finance system in the states of Florida, Michigan, and Washington. An alternative system is proposed that would guarantee basic education on an equal basis to every child, with money provided entirely by the state. Basic education is defined as those things necessary for minimally effective functioning in a democracy. These include the ability to read, write, and do basic arithmetic, and knowledge of how our democratic government works. Educational coupons could be used to purchase additional educational services. Cost of the coupons would vary according to family income and number of school-age children. In addition, a portable grant entitling an individual to a maximum of six additional years of education at any school, public or private, could be used at any time during the individual's life. Individuals could continue to buy educational coupons throughout their lives, to be used for learning enrichment activities of various sorts. (Author/MLF)

ED 177 671 EA 012 156

Boyd, William L.

Obstacles to Public Leadership in Education and Possible Solutions.

Rochester Univ., N.Y. Coll. of Education.; Urban League of Rochester, Inc., N.Y.

Pub Date-77

Note-9p.; Paper from "The Financing of Quality Education" (EA 012 153); For related documents, see EA 012 153-158

Available from-Not available separately; See EA 012 153

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Board Administrator Relationship, Boards of Education, Bureaucracy, *Citizen Participation, *City Problems, Collective Bargaining, Elementary Secondary Education, *Leadership Responsibility, Problem Solving, *Public Education, *Urban Education

Identifiers-New York (Rochester)

There are a number of factors that combine to discourage public involvement in urban education, which in turn tends to discourage public leadership. The situation of city school boards has changed because of extensive regulation and collective bargaining. Most people will do nothing unless those with an especially large stake in the health of public education provide leadership and create structures and symbols around which citizens can rally in the belief that there is a means by which their contributions can make a difference. Self-interest, particularly if it is conceived in a broad and enlightened way, taking account of long-run and not just short-run costs and benefits, may make groups and persons in leadership positions act to help resolve the problems of urban education. For the solution to some problems, it appears to be useful to have citizen structures that can perform the function of a third-party mediator, fact finder, and problem-solver. One example of a third-party, citizen problem group is the Detroit Education Task Force. (Author/MLF)

ED 177 672 EA 012 157

Guthrie, James W.

Creating Efficient Schools: The Wonder Is They Work at All.

Rochester Univ., N.Y. Coll. of Education.; Urban League of Rochester. Inc., N.Y.

Pub Date-77

Note-27p.; Paper from The Financing of Quality Education'' (EA 012 153); For related documents, see EA 012 153-158

Available from-Not available separately; See EA 012 153

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Board Administrator Relationship, Educational Accountability, *Educational Change, Educational History, *Educational Improvement, Educational Objectives, *Efficiency, Elementary Secondary Education, Expenditure Per Student, Parent Participation, Performance Based Teacher Education, Principals, *Public Education, School Organization, Systems Approach, Testing Problems

Present and past efforts to enhance school efficiency have failed. Progressive Era reforms of a half-century ago contributed to the creation of a publicly insensitive, professionally dominated education system. Accountability enthusiasts of the '70s failed to understand the fundamental misalignment between the assumptions underlying private sector production and the operating conditions characterizing public schools. Political participation and market incentives can be translated into specific tactics designed to enhance school effectiveness. First, the expectations for public education must be reduced. This can be facilitated by making individual schools the basic unit for management purposes. Principals should be regarded as crucial to the success of an individual school, and they should be accorded decision-making discretion commensurate with their responsibility. Parent councils should participate heavily in principal selection. Each school should attempt to expand the range of choice for households. Collective bargaining could be better adapted for the public sector by permitting heightened citizen involvement. (Author/MLF)

ED 177 673 EA 012 158

Hentschke, Guilbert C.

Managing Urban School System Resources: New Procedures, Addition Actors.

Rochester Univ., N.Y. Coll. of Education.; Urban League of Rochester, Inc., N.Y.

Pub Date-77

Note-30p.; Paper from ''The Financing of Quality Education'' (EA 012 153); For related documents, see EA 012 153-157

Available from-Not available separately; See EA 012 153

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Budgeting, Career Development, Career Education, *Change Strategies, Cooperation, Declining Enrollment, Elementary Secondary Education, Expenditure Per Student, *Financial Problems, Long Range Planning, Management Development, Management Systems, *Resource Allocations, School Industry Relationship, *School Organization, School Personnel, *Urban Education

In recent years urban school systems have had to face unusually severe economic constraints. In the process of adjusting to these constraints, urban systems will likely seek new ways to reallocate existing resources and will undertake more cooperative ventures with other organizational entities to gain access to additional resources. Four strategies for reallocating existing resources in school systems are discussed: zero-base budgeting, long-range planning, internal audit functions, and systems for personnel development. This is followed by a description of two strategies for generating additional instructional resources, one involving career education, the other involving innovative organizational arrangements of the school system. (Author/MLF)

ED 177 674 EA 012 159

Cohen, Elizabeth G. Miller, Russell H.

Increased Accountability and the Organization of Schools.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-CERAS-79-A2
Pub Date-May 79
Contract-NE-G-00-3-0062
Note-44p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, Coordination, Decision Making, Early Childhood Education, Educational Accountability, Elementary Schools, Elementary Secondary Education, Leadership, *Organizational Communication, Organizational Theories, *Power Structure, Principals, *School Organization, Supervision, *Teacher Administrator Relationship
Identifiers-Early Childhood Education Program CA, Task Uncertainty

This study examines how much organizational theories can be applied to understanding schools. According to one organizational theory, certain pressures can force an organization to use more sophisticated methods of coordination. In a school, this would mean that staff and parents would be forced to work together to find ways to deal with uncertainty. Some previous research, however, suggests that schools are quite unlike other organizations; they have weak hierarchical controls of instruction and few coordinating mechanisms. This analysis examines how California's Early Childhood Education (ECE) Program affected coordination and control in participating schools. Data used were collected by the Environment for Teaching Program at Stanford University. Results suggest that the pressures created by the ECE program did indeed force the schools to use new types of coordination (horizontal communication through ad hoc committees) and that in ECE schools, even more than other schools, weak coordination and control are associated with a school's failure to be effective in making decisions. (Author/JM)

ED 177 675 EA 012 166

Establishment of a Department of Education. Message from the President of the United States Transmitting a Draft of Proposed Legislation to Establish a Department of Education, and for Other Purposes.
Congress of the U.S., Washington, D.C. House.
Report No.-House-Doc-96-52
Pub Date-13 Feb 79
Note-27p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Education, Elementary Secondary Education, *Federal Legislation
Identifiers-*Department of Education Organization Act

This draft of proposed legislation is issued by the president of the United States to establish a Department of Education. The official text contains findings and purposes, administrative division of the department, transfer of functions, provision of personnel, and other particulars. (LD)

ED 177 676 EA 012 167

Oversight Hearings on Asbestos Health Hazards to Schoolchildren. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Sixth Congress, First Session on H.R. 1435 and H.R. 1524 (January 8, 16, and February 22, 1979).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-79

Note-815p.; Several pages may be illegible due to small, light print

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Research (143)

EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.

Descriptors-*Air Pollution Control, Building Materials, Elementary Secondary Education, *Environmental Influences, *Evaluation Methods, Federal Regulation, Inspection, Public Health, School Buildings, *School Safety, Vocational Education, *Waste Disposal

Identifiers-*Asbestos, Congress 96th

Testimony and prepared statements presented during three days of hearings in January and February, 1979, concern the problems of asbestos in school buildings. Medical research indicates that the inhalation of asbestos dust vastly increases a person's chances of contacting fatal diseases such as lung cancer, mesothelioma, and asbestosis. Asbestos materials were heavily used in school construction between the years 1946 and 1972. Most of the regulations and safety procedures concerning asbestos apply only to industrial settings. The purpose of the hearings was to establish a program for the inspection of schools for the presence of asbestos materials, to provide funds for the testing and evaluation of potential hazards, and to create a loan program to assist in the containment or removal of imminent hazards to health and safety. Testimony was offered by several nationally recognized experts in the field of asbestos control, particularly in relation to schools. Other witnesses are from federal agencies, and state and local school groups who have been working on the problem. Several companies that have been involved in the manufacture or installation of asbestos materials shared their expertise, as did legal experts who have criticized current regulatory efforts as inadequate. The text for each bill is included. Both H.R. 1435 and H.R. 1524 are cited as the Asbestos School Hazard Detection and Control Act of 1979.'' (Author/MLF)

ED 177 677 EA 012 168

Brazelle, R. R. Van Rooyen, I.

Forecasts of Primary and Secondary School Enrolment in Bophuthatswana, 1979-1983 and the Implications Thereof for the Provision of Teachers and Classrooms and for Government Expenditure.

University of the Orange Free State, Bloemfontein (South Africa).
Pub Date-Nov 78
Note-34p.; Appendix B deleted due to illegibility ; Report prepared by the Research Unit for Education System Planning
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Needs, Elementary Secondary Education, *Enrollment Projections, *Facility Requirements, *Financial Needs, Foreign Countries, *Personnel Needs, Student Teacher Ratio
Identifiers-*South Africa (Bophuthatswana)

This study presents forecasts of primary and secondary school enrollment in Bophuthatswana, South Africa up to 1983. Examined are implications of population growth on teachers, classrooms, and general expenditure. Purposes of the study are to estimate (1) future demand for education on the basis of expected enrollment, (2) teacher needs if calculations are based on pupil-teacher ratio, (3) facilities needs, and (4) the budgeted per-pupil expenditure if calculations from past years are projected to future years. The report concludes that the current quantity as well as quality of teacher training for secondary schools is inadequate. Also, if the number of primary teachers who leave the country after training can be limited, the pupil-teacher ratio can be improved. Recommendations are for (1) extending the training of senior secondary teachers, (2) broadening inservice training to include improvement of academic subject knowledge and methodology, (3) establishing a specialized, lower primary training course, and (4) optimum use of already existing training facilities. (Author/LD)

ED 177 678 EA 012 169

Meier, Gretl S.

Job Sharing. A New Pattern for Quality of Work and Life.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date-Feb 79

Note-187p.

Available from-The W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan 49007 ($4.50; quantity discounts)

Pub Type- Books (010) - Information Analyses (070) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Demography, Employee Responsibility, Employer Employee Relationship, Employment Practices, Flexible Schedules, Interpersonal Relationship, *Occupational Surveys, *Part Time Jobs, *Quality of Life, Shared Services, Teamwork, *Work Attitudes, Work Environment, Working Hours, Working Women

Identifiers-*Job Sharing

Job sharing, a new option in permanent part-time employment, is attracting national attention as a viable alternative to more traditional patterns of work. Job sharing is defined as an arrangement whereby two employees hold a position together, whether they are as a team jointly responsible for the whole or separately for each half, dividing time, salary, and fringe benefits. A survey of 238 job sharers was conducted to determine the characteristics of the people choosing this alternative work pattern and their experiences and responses to the job sharing situation. Job categories represented include teachers (26 percent), administrators (25 percent), clerical (15 percent), counseling and social service (13 percent), and researchers (9 percent). The remaining category consists of such diverse occupations as editors, librarians, bank tellers, physicians, and food service workers. The study includes a review of the definitions and experiments through which the job sharing concept has evolved, an analysis of the survey data, and selected indepth interviews with partners, supervisors, and some of their full-time coworkers, and concludes with some policy implications for more extensive use of this alternative work pattern. (Author/MLF)

ED 177 679 EA 012 170

Jascourt, Hugh D., Ed.

Government Labor Relations: Trends and Information for the Future. Volume 1: 1975 to 1978.

Public Employment Relations Research Inst., Washington, D.C.

Pub Date-79

Note-399p.

Available from-Moore Publishing Company, 701 South Gunderson Avenue, Oak Park, Illinois 60304 ($12.00)

Pub Type- Books (010) - Legal/Legislative/Regulatory Materials (090) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Arbitration, *Collective Bargaining, Constitutional Law, *Court Cases, *Court Litigation, *Government Employees, *Industrial Relations, Labor Unions, Negotiation Impasses, Strikes, *Supreme Court Litigation

This book surveys court litigation arising from the period 1975-78 concerning the field of public sector labor relations. Part 1 summarizes recent trends and developments in the field. Transcripts of the 15 court cases most likely to be cited or referred to in the future are reproduced in full in Part 2, with an analysis of each case and its significance. Topics covered include constitutional questions, the authority of the courts, unit determination, the duty of fair representation, the impact of the Civil Service system, union security, the scope of bargaining, fiscal crises, arbitration, obligations upon impasses, and strikes. Finally, Part 3 offers a comprehensive review of significant literature, much of it reprinted from journals, concerning problems of and questions about labor relations on various governmental levels. (Author/LD)

ED 177 680 EA 012 171

Bridge, R. Gary And Others

The Determinants of Educational Outcomes: The Impact of Families, Peers, Teachers, and Schools.

Pub Date-79
Note-357p.
Available from-Ballinger Publishing Company, 17 Dunster Street, Harvard Square, Cambridge, Massachusetts 02138 ($19.50)
Pub Type- Books (010) - Information Analyses (070) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Academic Achievement, Achievement Tests, Educational Research, Elementary Secondary Education, Family Characteristics, Individual Characteristics, *Input Output Analysis, Institutional Characteristics, Intelligence Tests, Locus of Control, Models, *Multiple Regression Analysis, Peer Influence, *Productivity, *Statistical Analysis, Student Characteristics, Teacher Characteristics
Identifiers-Coleman (James S), *Coleman Report, *Equality of Educational Opportunity Report, International Education Project, Mayeske (George W)

This book presents the results of 15 years of input-output (I-O) research on schooling effectiveness. The I-O approach identifies and measures the inschool and out-of-school factors that contribute to schooling outcomes, especially reading skills and verbal and mathematics achievement. Five categories of inputs are reviewed in this textbook: (1) student characteristics, (2) family characteristics, (3) peer group (classmates or schoolmates) characteristics, (4) teacher characteristics, and (5) school characteristics. The publication attempts to examine all the important input-output studies done in the United States and to synthesize them into an extensive set of propositions about what makes a difference in education. Several chapters provide an introduction to statistical methods to enable a reader with no statistical training to review educational research more critically. Linear regression analysis is dealt with in detail. An appendix detailing important studies of schooling effectiveness is intended for researchers and advanced students. (Author/JM)

Wood, Rex L.

A Major Data Processing Co-op: Past Present and Future. Where Do We Stand After 10 Years.

Pub Date-16 Oct 79

Note-15p.; Paper presented at the Annual Meeting of the Association of School Business Officials (65th, Denver, Colorado, October 14-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cooperatives, *Electronic Data Processing, Elementary Secondary Education, Intermediate Administrative Units

Identifiers-*Oakland Schools MI

This paper examines the establishment and maintenance of a major data processing cooperative in the intermediate districts of the state of Michigan. It traces the development of the computer software system from its early stages as RAMS software to the data base IMS architecture, a level of system software that matches the technological advance of the hardware. (Author/LD)

ED 177 682 EA 012 173

Yearwood, Randall N.

Selecting Your Architect.

Pub Date-Oct 79

Note-28p.; Paper presented at the Annual Meeting of the Association of School Business Officials (65th, Denver, Colorado, October 14-18, 1979); Manuscript changes made by author

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Responsibility, *Architects, Construction Costs, *Cost Effectiveness, Elementary Secondary Education, Estimated Costs, *Individual Characteristics, Occupational Information, *Personnel Selection, *School Construction, School Design

School business officials are given some serious advice, liberally interspersed with humorous remarks, about the personal and professional characteristics that a school architect should possess. (MLF)

ED 177 683 EA 012 174

Rebell, Michael A. Block, Arthur R.

The Role of the Courts in Educational Policy Making.

Pub Date-9 Apr 79

Note-71p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Case Studies, *Court Cases, *Educational Policy, Elementary Secondary Education, *Federal Court Litigation, *Policy Formation

Identifiers-Chance v Board of Examiners, Otero v Mesa County School District No 51

One of the most pressing issues for educational researchers is the utilization by courts of social fact evidence. The purpose of this research was to empirically analyze the performance of federal trial courts in a broad sample of representative cases. Using computer screening, a sample of 65 federal cases decided during 1970-77 was identified. Intensive studies were also made of two educational policy litigations, Chance v. Board of Examiners and Otero v. Mesa County School District No. 51. Inquiry into the legitimacy of judicial activism focused on the extent to which decisions were based on fundamental principles as compared with social policy factors, and the extent of representation of all affected interests in court deliberations. Analysis of judicial capacity emphasized the courts' capabilities for assessing complex social fact issues, and the courts' abilities to implement effective remedies. The paper concludes that the courts exhibited a reasonably high level of capability to engage in policy-oriented fact-finding and remedial processes. The legitimacy of the courts' exercise of these capabilities in particular circumstances was strengthened by their tendency to concentrate their activities nearer to the principle pole of the continuum reaching from principle issues to policy issues. (Author)

ED 177 684 EA 012 175

Evaluation Materials.

Washington County Board of Education, Hagerstown, Md.
Pub Date-77
Note-15p.; Not available in paper copy due to color of paper of original document
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Evaluation, Elementary Secondary Education, *Observation, Supervisors, *Teacher Evaluation
Identifiers-*Washington County Public Schools MD

Policy and guidelines for teacher and administrator evaluation in the Washington County schools, Maryland, are contained in this paper. Part 1 discusses observation and evaluation of tenured and nontenured teachers including discussions of when, who schedules, and who evaluates. Part 2 examines evaluation of supervisors and administrators. Several blank forms concerned with observation and evaluation are included at the end. (Author/LD)

ED 177 685 EA 012 176

Work Plan and Evaluation System of the Frederick County Public Schools.
Frederick County Public Schools, Md.
Pub Date-78
Note-20p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Evaluation, Elementary Secondary Education, *Management by Objectives, *Planning
Identifiers-*Frederick County Public Schools MD

The procedure described here written for the Frederick County Public Schools, Maryland is an approach to planning, controlling, and evaluating organizational operations that emphasizes objectives and performance standards against which organizational results can be measured. The paper discusses purposes of the work plan and evaluation system, expected benefits to be derived, and processes for implementing the system. Described are four documents to be used in this management by objectives approach: system priorities, position descriptions, administrative work plans, and administrative performance evaluations. Forms are reproduced at the end for immediate use. (Author/LD)

ED 177 686 EA 012 177

Evaluation of Teachers. Manual for Administrative and Supervisory Personnel.

Baltimore County Public Schools, Towson, Md.
Pub Date-Aug 78
Note-42p.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Evaluation Methods, *Teacher Evaluation
Identifiers-*Baltimore County Public Schools MD

This manual is a collection of procedures and forms for use in the appraisal process for teachers in the Baltimore County Public Schools, Maryland. The appraisal process and who is responsible for it is listed in chart form. Next follows procedures for evaluation of teachers including definitions of professional, human relations, and management competencies. The appendix reproduces the district's master agreement for teacher evaluation as well as policies and regulations. Ready-to-use forms are reproduced throughout the manual. (LD)

ED 177 687 EA 012 178

Performance Evaluation of School Based Administrators Baltimore City
Public Schools, Md.
Pub Date-79
Note-42p.; Not available in paper copy due to marginal legibility of
original document
Pub Type- Legal/Legislative/Regulatory Materials (090) -
Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Evaluation, Elementary Secondary Education
Identifiers-*Baltimore City Public Schools MD

This paper is a brief policy statement concerning evaluation procedures and criteria for administrators in the Baltimore City Public Schools. A breakdown of criteria includes assessment of educational leadership, management ability, communications, and personal and professional development. Included at the end are numerous forms for evaluating professional personnel in the Baltimore system. (LD)

Knapp, Herbert Jones, Richard M.

National Report on School Closing Survey. The Impact on Purchasing Departments.

Pub Date-17 Oct 79
Note-29p.; Paper presented at the Annual Meeting of the Association of School Business Officials (65th, Denver, Colorado, October 14-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Charts, *Declining Enrollment, Elementary Secondary Education, *National Surveys, *Purchasing, *School Closing

This paper is a brief report on the impact of school closings on purchasing departments. It opens with a discussion of the trend of declining enrollments in public schools nationwide. The paper notes, however, that demographers expect the total number of children to begin to rise slightly in the mid-80's. Closing schools now is not the answer, it says, but joint use of vacant school buildings may be an acceptable alternative. The paper says school purchasing departments are in a dilemma when funds are short to buy new furniture while at the same time the district needs to dispose of old, unused furniture and equipment. It points out the need to reduce budget spending and learn to operate the schools more efficiently. Disposing of property is only one of the ways. (LD)

ED 177 689 EA 012 180

Hall, Gene E. And Others

A Taxonomy of Interventions: The Prototype and Initial Testing.

Pub Date-11 Apr 79

Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies, Change Agents, Change Strategies, *Educational Innovation, Educational Research, Elementary Secondary Education, *Intervention, Observation, Organizational Change, *Taxonomy

Identifiers-Procedures for Adopting Innovations Program

Researchers in the Procedures for Adopting Educational Innovations Program at the University of Texas have developed an ``Intervention Taxonomy'' to help classify and define interventions and components of interventions. It is hoped that this taxonomy will enable change facilitators and researchers to make conceptual and operational distinctions among actions and events that influence innovations. Data were obtained from descriptive protocols developed by ethnographers observing interventions over a two- to three-year period in school systems undergoing change. The data have been the subject of quantitative and qualitative analyses. As well as providing definitions, the taxonomy identifies several levels of intervention from policy level down to incident level. A distinction is made between sponsored and unsponsored interventions and their components. Implications drawn from the study are that (1) a change effort succeeds or fails at the incident (lowest) level, (2) the ``game plan'' for a change effort should be specified in detail and in advance, (3) how long unplanned influences on the change effort are allowed to continue is directly related to the skill of the change facilitator, (4) developing stereotypic names to classify interventions may be useful, and (5) coding systems for other levels of interventions may be useful. (Author/JM)

ED 177 690 EA 012 181

Anderson, Robert L.

Inservice Education Preferences of Educators.

Pub Date-Aug 79

Note-19p.; Paper presented at the National Conference of Professors of Educational Administration (33rd, Edmonton, Alberta, Canada, August 12-16, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Conferences, Educational Research, Elementary Secondary Education, *Inservice Teacher Education, Questionnaires, *Teacher Attitudes, Teacher Characteristics, Teacher Workshops

Identifiers-Teacher Inservice Preference Questionnaire

To identify, categorize, and compare inservice preferences of educators, these researchers administered the Teacher In-Service Preference Questionnaire to 440 instructors in the Northwest and interviewed 26 of the respondents. Findings indicated that the kind of inservice most preferred was the workshop, with conventions and professional conferences least preferred. The professional development committee was most preferred as an organization responsible for planning, providing resource personnel, and evaluating professionalism. The first preference for budgeting for developmental activities was the governing board. When social categories were considered as predictors of inservice preferences, significant differences were obtained. Both sex and years of experience were found to be significantly related to preferences for inservice education. Differences exist on the motivation dimension of a theoretical model for the categories of incentives, aspirations, expectations, and satisfactions. The sample ranked the expectations category first, incentives second, aspirations third, and satisfactions fourth as factors associated with successful inservice programs. (Author/JM)

ED 177 691 EA 012 182

Student Discipline: Practical Approaches.
National School Boards Association, Washington, D.C.
Report No.-NSBA-RR-1979-2
Pub Date-79
Note-34p.
Available from-National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 ($7.50; quantity discounts; shipping and handling charges will be added to billed orders)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Involvement, *Discipline, *Discipline Policy, Elementary Secondary Education, *Instructional Improvement, *Program Descriptions

This report covers trends in discipline policies and policy-making and alternative and innovative school programs designed to diminsh behavioral problems in the classroom. The programs range from improvements in a school's physical plant to specific action plans for teachers and options in the curriculum designed to stimulate alienated

students. Some of the programs are preventive; others serve as intervention measures. But characteristic of each is an emphasis on identifying and dealing with the root problem, rather than symptoms of the problem. The programs presented are intended as frameworks from which a school system may build a program based on its own resources and needs. The appendix offers sample discipline policies from three different school districts. (Author)

ED 177 692 EA 012 183

Ferguson, R. C.

Education for Future Employment: A Primary School Responds to Community Needs.

Pub Date-79

Note-16p.; Paper presented at the Annual Conference of the Australian College of Education (20th, Perth, Western Australia, September 1979); Not available in paper copy due to light print of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Disadvantaged Schools, Elementary Education, Foreign Countries, *Instructional Improvement, *Problem Solving, Reading Programs, *Teachers

Identifiers-Australia, *Australia (New South Wales), *Biraban Public School (Australia)

This paper describes the experience of one primary school Biraban Public School in Toronto whose graduates had difficulty in finding jobs because of the poor academic preparation they received in primary grades. Parents were the first to express concern at the standard of education in the school, particularly in basic subjects. Their action led to an improved reading program. Also, teachers contributed to instructional improvement when they were invited to share in problem-solving with the principal. The paper says this approach to problem-solving was the major factor in improvements at the school. (LD)

ED 177 693 EA 012 184

Nachmias, Chava

Curriculum Tracking: Some of Its Causes and Consequences Under a Meritocracy.

Pub Date-Aug 79

Note-42p.; Paper presented at the Annual Meeting of the American Sociological Association (Boston, MA, August 27-31, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Foreign Countries, High School Students, Rural Schools, Secondary Education, Self Concept, Socioeconomic Influences, Student Attitudes, *Tracking, Urban Schools

Identifiers-*Israel, Kibbutz

Replicating previous research on tracking done in the U.S., this study examines the determinants and effects of curriculum tracking (college bound or vocational) in urban and kibbutz schools in Israel. The purpose of the investigation was to examine the process of curriculum tracking in a classless society where assignment to tracks is based entirely on merit. The analysis shows that in the kibbutz, tracking is not associated with adverse effects on self-evaluation, access to motivated peers, or school orientation, but it has a considerable impact on academic achievement. In the urban Israeli schools curriculum placement not only affects achievement, it has a strong impact on self-evaluation and school orientation. The reason for this difference may be that urban students, unlike rural students, carry on almost all their interaction in school. Curriculum differentiation that coexists with structures that allow for more intertrack interaction may avoid some of the undesirable consequences of tracking. (Author/JM)

Shannon, Thomas A.
The Board and the School System Administrative Team.
Pub Date-18 Jun 79
Note-7p.; Paper presented at the International Congress on Education (2nd, Vancouver, British Columbia, June 17-20, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Personnel, *Board Administrator Relationship, Board of Education Role, *Boards of Education, *Cooperation, *Decision Making, Elementary Secondary Education, *Team Administration
Identifiers-*National School Boards Association

According to this paper, all parties in educational management central office and building administrators, supervisory and curriculum personnel, as well as the board should participate fully in the business of managing a school district. But before enacting a new policy, an enlightened board will consider the impact that the policy could have on the school system's pupils, educational programs, personnel, and budget. The paper suggests certain things board members can do to enhance a management leadership team. They can serve as agents of change, seeking advice from the entire team. They can insist that all levels of management be included in the decision-making process of the district. Finally, a board can encourage management training and skills development of school administrators. The paper concludes with a discussion of the attitude of the National School Boards Association toward involvement of administrators in all levels of policy-making. (Author/LD)

ED 177 695 EA 012 186

Leppert, Jack Routh, Dorothy

A Policy Guide to Weighted Pupil Education Finance Systems: Some Emerging Practical Advice.

National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Contract-400-76-0151
Note-41p.; Not available in paper copy due to small print in original document
Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Comparative Analysis, Elementary Secondary Education, *Equalization Aid, *Finance Reform, *Financial Policy, Models, State Aid, Surveys
Identifiers-Florida, New Mexico, Utah

This publication is intended to provide policy-makers, educators, and concerned citizens with a practical introduction to pupil weighting systems what they can accomplish, what factors must be taken into account as they are developed, and what problems can hamper their implementation. Pupil weighting systems are alternative approaches to funding the special needs of students. They establish formulas based on the relative costs of serving different types of students. Research presented in this report is based on interviews with over 200 policy-makers and educators in Florida, New Mexico, and Utah and on examination of five years of data from each of these states. The major divisions of the guidebook discuss what policy-makers expect from weighting, provide answers to the most common questions about weighting, and review problems of implementation. An overview of the larger, technical report that serves as the basis for this guide is presented at the end. (Author/LD)

ED 177 696 EA 012 187

McMaster, Donald Sinkin, Judy G.

Money and Education: A Guide to Michigan School Finance.

National Inst. of Education (DHEW), Washington, D.C. Educational Policy and Organization Group.

Pub Date-Sep 79

Grant-NIE-G-76-0062

Note-80p.; For related documents, see EA 012 188-189

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Elementary Secondary Education, *Equalization Aid, *Expenditure Per Student, *Income, Property Taxes, *Resource Allocations, State Aid, State Programs, Tax Effort

Identifiers-*Michigan

This handbook is one in a series prepared for use at workshops designed to help teachers, administrators, and legislators understand and deal with the intricacies of school finance equalization plans in their states. Michigan's education finance plan is discussed in this particular book. Chapter 1 discusses how Michigan's plan undertakes its equalization objective namely, how state aid is distributed to make up for the differences among districts in needs, demands, and abilities to pay. It offers a step-by-step calculation of a district's basic pupil allowance. Chapter 1 also reviews Michigan's categorical aid programs, which make up the remaining 20 percent of state aid to local school districts. Chapter 2 evaluates the impact of the finance plan by discussing the way the plan addresses disparities both in the raising and in the distribution of resources for education. To assist the reader in understanding Michigan's state aid formula, exercises appear throughout. The appendices provide information on guarantees under the school district equalization act and on Michigan's property tax relief system. An answer key to the exercises is also provided. (Author/LD)

ED 177 697 EA 012 188

McMaster, Donald And Others

Money and Education: A Guide to Pennsylvania School Finance.

National Inst. of Education (DHEW), Washington, D.C. Educational Policy and Organization Group.

Pub Date-Sep 79

Grant-NIE-G-76-0062

Note-77p.; For related documents, see EA 012 187-189

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Assessed Valuation, Elementary Secondary Education, *Equalization Aid, Expenditure Per Student, *Fiscal Capacity, *Income, *Resource Allocations, State Aid, Tax Effort

Identifiers-*Pennsylvania

This handbook is one in a series prepared for use at workshops designed to help teachers, administrators, and legislators understand and deal with the intricacies of school finance equalization plans in their states. Pennsylvania's education finance plan is discussed in this particular book. Chapter 1 discusses state support for education in Pennsylvania and the method the state uses to distribute aid to its school districts on an equal basis. A step-by-step calculation of a district's state aid allocation is outlined, and exercises for understanding the state aid formula are provided. Chapter 2 evaluates the impact of the state's finance plan by discussing the way the plan addresses disparities both in the raising and in the distribution of resources for education. Property wealth, tax effort, and expenditures among Pennsylvania school districts are also reviewed, and tables are provided throughout. The end of the report includes appendices with additional information and an answer key to the exercises. (Author/LD)

ED 177 698 EA 012 189

McMaster, Donald Sinkin, Judy G.

Money and Education: A Guide to Rhode Island School Finance.

National Inst. of Education (DHEW), Washington, D.C. Educational Policy and Organization Group.

Pub Date-Sep 79

Grant-NIE-G-76-0062

Note-75p.; For related documents, see EA 012 187-188

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Assessed Valuation, Elementary Secondary Education, *Equalization Aid, Expenditure Per Student, Foundation Programs, *Income, *Resource Allocations, State Aid, *Tax Effort

Identifiers-*Rhode Island

This handbook is one in a series prepared for use at workshops designed to help teachers, administrators, and legislators understand and deal with the intricacies of school finance equalization plans in their states. Rhode Island's education finance plan is discussed in this particular book. Chapter 1 discusses how Rhode Island's plan undertakes its equalization objective namely, how state aid is distributed to make up for the differences among districts in needs, demands, and abilities to pay. A step-by-step calculation of a district's basic pupil allowance is outlined, and exercises for understanding the state aid formulas are provided. Chapter 2 evaluates the impact of the state's finance plan by discussing the way the plan addresses disparities both in the raising and in the distribution of resources for education. Property wealth, tax effort, and expenditures among Rhode Island school districts are also reviewed, and tables are provided throughout. The end of the report includes appendices with additional information and an answer key to the exercises. (Author/LD)

ED 177 699 EA 012 190

Hobbs, Max E.

The Issues of Sparsity in Providing Educational Opportunity in the State of Wyoming.

Pub Date-Oct 79
Note-23p.; Paper presented at the Annual Meeting of the Association of School Business Officials (65th, Denver, CO, October 14-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Educational Finance, *Educational Opportunities, Elementary Secondary Education, *Equal Education, Expenditure Per Student, One Teacher Schools, Rural School Systems, *School Organization, School Size, *Small Schools, Student Needs
Identifiers-*Wyoming

Wyoming's funding programs for public education that relate to the issues of sparsity and the state's attempt to provide equal educational opportunity are reviewed. School district problems that relate to the issue of sparsity are also discussed. School district size in Wyoming ranges from the smallest district, by area, of 186 square miles to the largest district having 8,969 square miles. In 1978-79 Wyoming had 50 one-teacher schools and 20 two-teacher elementary schools. Primarily due to sparsity, public education in Wyoming costs more per pupil than in most other states. Isolated students need special programs to assure the opportunity of school attendance. The state makes allowance for the necessary extra cost in the state foundation program. Such consideration relates to moving expenses for parents, room and board provisions for students, mileage provision for parents who provide transportation, and, in some instances, the provision of tuition payments. Evidence that the secondary educational program in Wyoming is offering equal educational opportunities for academic achievement is shown by comparing the average Scholastic Aptitude Test (SAT) scores that were attained by the 6,074 seniors who graduated in 1978 to the national and Rocky Mountain Region (Colorado, Utah, Montana, and Wyoming) average scores. (Author/MLF)

Brandt, Ronald S., Ed.
Partners: Parents & Schools.
Association for Supervision and Curriculum Development, Alexandria, Va.
Pub Date-79
Note-93p.
Available from-Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 ($4.75)
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Citizen Participation, Compensatory Education, Court Litigation, *Educational Improvement, Elementary Secondary Education, Family Environment, Literature Reviews, Parent Education, *Parent Participation, *Parent School Relationship, *Parent Student Relationship, Program Evaluation, Public Opinion, School Law, School Policy, Volunteers

The authors of this collection of essays make the major points that parental participation influences student performance, and that time spent with parents by school personnel results in better learning. Ira J. Gordon explains four models of parent-school-community relationships and cites research evidence of long-term effects of parent involvement programs. Dorothy Rich and colleagues list practical ways to involve parents directly in the education of their own children. Phyllis J. Hobson explains the organization of the District of Columbia Title I Parental Involvement Program and lists five essentials for parental involvement. Lois S. Steinberg reviews recent literature, discusses several new forms of parent participation and considers evidence of their potential effectiveness. Suzanne O'Shea reviews court rulings and analyzes the rights of parents to withdraw their children from instruction. Delmo Della-Dora shows how parents can participate at each step of the curriculum planning process. Ned S. Hubbell points to population shifts (more than two-thirds of all adults now do not have children in schools) and says that the way to communicate with both parents and nonparents is to get them involved in school affairs. John W. Alden says that service as a school volunteer is a form of citizen participation that many people would rather perform than be members of advisory councils. (Author/MLF)

ED 177 701 EA 012 192

Guidelines for the Preparation of School Administrators. Superintendent Career Development Series No. 1.

American Association of School Administrators, Arlington, Va.
Pub Date-79
Note-17p.; For related documents, see EA 012 193-194
Available from-American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 ($3.50 plus postage)
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Personnel, *Administrator Education, Board of Education Role, Elementary Secondary Education, *Inservice Education, Professional Development, *School Superintendents

Because school administrators, particularly superintendents and their top level management staffs, occupy such critical roles in the nation's schools, guidelines for their training and preparation must be systematically and periodically reexamined. The purpose of this guide, the first in a series of three, is to help those persons involved in the training, employment, evaluation, and promotion of school administrators. Topics discussed include competence and employment guidelines, credentials and the certification process, identification and development of personnel, preparation and training, field experiences, and professional development. (Author/LD)

ED 177 702 EA 012 193

Selecting a Superintendent. Superintendent Career Development Series No. 2.

American Association of School Administrators, Arlington, Va.; National School Boards Association, Washington, D.C.
Pub Date-79
Note-54p.; For related documents, see EA 012 192-194
Available from-American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 ($3.50 plus postage)
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrative Personnel, Administrator Characteristics, Administrator Responsibility, *Administrator Selection, *Board of Education Role, Elementary Secondary Education, *Employment Interviews, *Planning, *Recruitment, *School Superintendents

This guide, the second in a series of three, explains step-by-step the decisions that must be made to find, evaluate, and hire a quality superintendent of schools. Chapter 1 describes the steps for proper planning, which can also offer the opportunity to review and reorder the board's priorities. Subsequent chapters deal with recruitment and selection of superintendents and expectations of both the board and the superintendent. The final chapters offer suggestions on how to retain a superintendent as well as sample timelines for hiring and a news release. (Author/LD)

ED 177 703 EA 012 194

The Superintendent's Contract. Superintendent Career Development Series No. 3.

American Association of School Administrators, Arlington, Va.; National School Boards Association, Washington, D.C.

Pub Date-79

Note-47p.; For related documents, see EA 012 192-193

Available from-American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 ($3.50 plus postage)

Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Evaluation, *Board Administrator Relationship, Board of Education Role, *Contracts, Elementary Secondary Education, *Fringe Benefits, Records (Forms), *School Superintendents

This guide, the third in a series of three, describes the basic framework for formulating a workable contract between the superintendent and the school board. It is designed to address contractual concerns such as administrator liability and due process, which have impacted on both the educational administrator profession and the school board decision-making process in recent years. Fringe benefits are discussed in detail and a sample contract is offered at the end. (Author/LD)

ED 177 704 EA 012 195

Neill, Shirley Boes, Ed.

Keeping Students in School: Problems and Solutions. AASA Critical Issues Report.

American Association of School Administrators, Arlington, Va.; Education News Service, Sacramento, Calif.

Pub Date-79

Note-74p.; Not available in paper copy due to colored ink in original document

Available from-American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 ($8.95 plus $1 for postage and handling; quantity discounts; orders for less than $15 must be accompanied by payment in full)

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attendance, *Board of Education Policy, Demography, Dropout Characteristics, *Dropouts, Elementary Secondary Education, Enrollment Trends, Futures (of Society), *National Surveys, Pregnant Students, Problem Solving, *School Attendance Legislation, School Holding Power, *Truancy

More than 95 percent of the 1,414 members of the American Association of School Administrators (AASA), responding to a survey about student attendance, cited one or more problems. The first five chapters report the survey findings and those of other studies and polls concerning attendance matters. One issue discussed is why students stay away from school and what can be done to improve the situation; another concerns the identification of dropouts, their number, characteristics, and the economic factors that affect them. Future demographic and enrollment trends are projected. The last three chapters of the report detail how administrators and boards of education are trying to keep students in school. The chapter Practices'' contains findings of the survey: how many districts are following written attendance policies, attendance-taking practices of teachers, and who is responsible for attendance. The chapter Policies'' analyzes school attendance policies submitted by more than 700 school boards. The chapter Problems'' illustrates workable ideas and programs at the federal, state, and local levels to deal with all forms of nonattendance and to reduce dropout rates. (Author/MLF)

ED 177 705 EA 012 196

Foley, Leland L.
Involving Staff Personnel in Preparing for Negotiations.
Pub Date-Oct 79
Note-17p.; Paper presented at the Annual Meeting of the Association of School Business Officials (65th, Denver, CO, October 14-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Responsibility, Boards of Education, *Collective Bargaining, Elementary Secondary Education, Principals, School Superintendents, *Team Administration

The speaker begins by acknowledging that the first reality is that the bargaining process requires sophistication and skill regardless of the size of the school district. Preparation for negotiations in the speaker's district is centered around a five-member negotiation team that consists of one negotiator and four principals. The speaker outlines the responsibilities of the board of education, the superintendent, the assistant superintendents, and the principals in the negotiation process. He concludes that a clear chain of command must be established and communication among the administrators must be continuous if all involved are to understand the process. (Author/IRT)

ED 177 706 EA 012 197

Poll, Dwayne C.

Negotiating Merit Pay Provisions for Administrators.

Pub Date-Oct 79

Note-48p.; Paper presented at the Annual Meeting of the Association of School Business Officials (65th, Denver, CO, October 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Personnel, Elementary Education, *Evaluation Methods, Management by Objectives, *Merit Pay, *Salary Differentials

The speaker begins his presentation by reviewing the literature on merit programs, both for teachers and for administrators, and summarizing the pros and cons of such programs. He then discusses the development of the merit pay program operating in his district. The initial and most important step in planning that program was developing a comprehensive job description for each administrative position in the district. The second step was the training of all administrators in the use of management by objectives (MBO) techniques. The MBO program included performance agreements between the supervisors and the person being supervised. The sample performance agreement included consists of five sections behavioral objectives, classification of the objectives, the steps or procedures for carrying out the objectives, the nature of the monitoring of progress, and the requirements that the supervisor must supply if the person being evaluated is to accomplish his or her objectives. The third step was developing the district plan to be presented to the administrators' bargaining unit. The plan that was agreed to is described. (Author/IRT)

ED 177 707 EA 012 198

Nolte, M. Chester

Sports Law: Tort Liability of the College and University Athletic Department Administrator.

Pub Date-Oct 79
Note-27p.; Paper presented at the Conference of Western College Men's Physical Education Society (Reno, NV, October 17-19, 1979)
Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Athletic Coaches, *Athletics, Court Litigation, Injuries, *Legal Responsibility, *Torts

A tort is an actionable wrong, other than breach of contract, that the courts will recognize and intervene to equalize. There are three questions the court will ask: Did someone owe someone else a duty? Was there a breach of duty owed? Was the breach the proximate cause of the plaintiff's injury? The grounds for injury actions may be classified as intentional acts, negligence, or strict liability, which involves being liable for an injury although one is not actually at fault. There are six categories of sports injury causes: (1) defective equipment, (2) lack of supervision or lack of adequate supervision, (3) absence of rules and regulations for establishing order and maintaining control of an activity, (4) conditions of the premises leading to an injury, (5) treatment or lack of treatment that makes an injury worse, and (6) miscellaneous factors, such as coaching error. The most common defenses include arguments that the accident was unavoidable, that the plaintiff contributed to his or her accident, that the plaintiff assumed risk when he or she chose to play the sport, and that the defendant is included under governmental or charitable immunity. (Author/IRT)

ED 177 708 EA 012 200

Annual AFL-CIO Education Conference Proceedings (Silver Spring, MD, March 18-21, 1979).
American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.
Pub Date-Mar 79
Note-183p.; Occasional pages may not reproduce clearly due to light print
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Educational Programs, *Labor Education, *Labor Unions, Union Members

Presents the edited remarks of the speakers at the 1979 Annual AFL-CIO Education Conference. The sessions and workshops were focused on the question of how to educate on the important issues facing the labor movement. Speakers addressed such topics as the role of educators in organizing training, the organization of training programs, responses to anti-union "educational conferences," the Missouri campaign to defeat right-to-work legislation, psychological research in union-management relations, and the characteristics of committed union members. (Author/IRT)

ED 177 709 EA 012 202

Dersh, Rhoda E.
School Budget: It's Your Money; It's Your Business.
National Committee for Citizens in Education, Columbia, Md.
Pub Date-Sep 79
Note-192p.; Illustrations contain very small print
Available from-National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, MD 21044 ($4.95; quantity discounts)
Pub Type- Books (010) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Budgeting, *Budgets, *Citizen Participation, Data Analysis, Elementary Secondary Education, Guides, Records (Forms), *School Community Relationship, School Districts, Worksheets

This book is a revision of a 1976 book entitled ``The School Budget Is Your Business.'' Like the previous book, this is an attempt to demystify the school budget and the budgeting process so that lay community members can understand and make changes in both. Chapters explain what can be learned by an examination of the budget, what a school district budget is, the budgeting process, the materials that one will need to acquire to conduct an analysis of the budget, strategies that citizens can use to change the budget and the budgeting process, and how to prepare a guide that will explain to others in one's community how to conduct a budget analysis and how to effect change. Budget worksheets and other forms, charts, and checklists are included. (IRT)

ED 177 710 EA 012 203

Berty, Ernest

Ye Olde Maile Surveye.

Pub Date-May 79

Note-79p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Computer Science, Data Analysis, Data Processing, Educational Research, Estimated Costs, Information Seeking, Instrumentation, *Measurement Techniques, Pretesting, Questioning Techniques, *Questionnaires, *Research Design, *Research Methodology, Research Problems, Sampling, Statistical Analysis, *Surveys, Tables (Data)

This publication is primarily designed for educational practitioners who possess little or no training in conducting mail surveys or have not kept current on the present state of the art of survey methods and techniques. It is also intended to be a checking and comparing aid to ensure that important research considerations are taken into account. The guide begins with an overview followed by a section on survey planning that discusses purposes of a survey and steps in designing and executing one. Further chapters discuss sample selection, instrument (questionnaire) construction, and item (individual question) production. Other topics discussed are how to estimate costs and ways of dealing with the problems of nonresponse. The final chapter on reporting the results advises researchers that the plan of analysis should be formed before the data are collected. This includes a format for tabulating and classifying the data to be collected and a well-thought-out plan for the statistical treatment of the data. Techniques for data presentation, with guides for table construction, are offered with the admonition that if the report cannot be easily understood by the targeted audience, the whole project can be considered a waste of time. (Author/MLF)

ED 177 711 EA 012 204

21 Administrative Problems and How to Solve Them. Third Printing, October 1979.

Educational Service Bureau, Inc., Arlington, Va. Administrative Leadership Service.

Pub Date-66

Note-31p.

Available from-Educational Service Bureau, Inc., P.O. Box 1205, New Port Richey, FL 33552 ($9.95)

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Administrative Personnel, *Administrative Problems, Elementary Secondary Education, *Human Relations, Parents, *Principals, Students, *Teachers

This report serves as a guide to educational administrators by dissecting a series of representative school problems and offering suggested solutions. The problems, characterized as both administrative and human relations problems, are grouped under the headings of administrative staff, teaching staff, individual teachers, the instructional program, the student body, the community, and the P.T.A. (Author/LD)

ED 177 712 EA 012 206

Thomas, John W.

Efficacy and Achievement: Self-Management and Self-Regard.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-58p.
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($3.50)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, *Basic Skills, Behavior Change, *Class Management, Classroom Techniques, Comparative Analysis, *Conventional Instruction, Educational Experiments, *Educational Research, Elementary Secondary Education, Individual Power, Self Control, *Self Directed Classrooms, *Student Motivation, Teaching Methods

The paper provides a review of research on the interrelationship of classroom management practices, motivational factors associated with the disposition to learn, and basic skills achievement. The underlying intent of this paper is to examine evidence relating to a potential conflict between a traditional-practices approach to basic skills instruction and permissiveness'' as defined by self-regulated learning and the promotion of a sense of personal effectiveness. Research and theory presented include reference to such topics as self-control, self-management practices, attribution theory, achievement-motivation training, and continuing motivation. (Author)

ED 177 713 EA 012 207

Ogletree, Earl J.
State Legislated Curriculum in the United States.
Pub Date- 79
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum, Elementary Secondary Education, National Surveys, School Districts, *State Legislation, *Tables (Data)

This paper discusses a 1977-78 survey on the legislated curriculum in 50 states. The purpose of the survey was to determine who prescribes and controls school curriculum at the local level (whether the state or local school boards) and how much and what types of elementary and secondary school curriculum have been legislated by the states. Data were obtained from the school law publications of each state. The completed list of legislated subjects was then sent to the respective state school superintendents for confirmation. Results indicate that state departments of education, not local school districts, will have increasing control of the schools. Also, state departments of education will come under the influence of the federal government through funding, programs, and court decisions. This trend, the paper says, could bring about a more equitable education for all children regardless of their ethnic and socioeconomic background. (Author/LD)

ED 177 714 EA 012 208

Orlich, Donald C.

American Education: Innovations of the First Kind.

Pub Date-29 Nov 78

Note-42p.; The Forty-third Invited Address, Washington State University

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Centralization, *Decision Making, *Educational Innovation, *Educational Research, Elementary Secondary Education, *Information Dissemination, *Program Development, School Systems

Identifiers-Elementary Secondary Education Act Title IV

This paper discusses educational innovation and is comprised of five sections: (1) a review of previous years of educational innovations in the U.S., (2) processes associated with innovation, including an analysis of two national case studies, (3) research findings about the implementation of innovations, (4) a major thesis about centralized decision-making, and (5) an analysis of the need for higher quality educational research and development. The paper concludes with a call for creative and tested educational innovations. An extensive reference list is included. (Author/LD)

ED 177 715 EA 012 209

Schmuck, Patricia A.

Sex Equity in Educational Leadership in Oregon Public Schools. OSSC Bulletin Vol. 23, No. 3.

Oregon School Study Council, Eugene.
Pub Date-Nov 79
Note-29p.
Available from-Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($2.00; $1.50 if prepaid; 10% discount for 10 or more copies)
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Personnel, Administrator Education, Administrator Selection, *Change Strategies, Educational Research, Elementary Secondary Education, *Equal Opportunities (Jobs), Higher Education, Power Structure, *Program Evaluation, *Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes
Identifiers-Oregon, *Sex Equity in Educational Leadership Project

The Sex Equity in Educational Leadership Project (SEEL) was funded by the Office of Education in 1976 to change the processes that typically deter the entrance and advancement of women in educational administration in Oregon. The effectiveness of the SEEL Project is evaluated by presenting data about progress in the last three years in (1) the proportion of women administrators in Oregon, (2) the number of women in preparation programs, (3) attitude changes, (4) administrative training programs, (5) school district hiring practices, and (6) endurance of positive changes. Some of the data used in this report are quantifiable; other data are impressions gathered from testimonies, letters, and staff notes. The second section of the report addresses a concern raised by some Oregon educators about a special advocacy group for women in administration, Oregon Women in Educational Administration (OWEA), that was formed to continue work regarding women in administration. A listing of SEEL published products and papers concludes the report. (Author/MLF)

ED 177 716 EA 012 211

Maryland Accountability Program Report V. School Year 1977-1978. Revised.

Maryland State Dept. of Education, Baltimore.

Pub Date-Sep 79

Note-206p.; Not available in paper copy due to marginal legibility of tables; For related documents, see ED 158 432-433

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Ability, *Academic Achievement, Basic Skills, *Educational Accountability, Elementary Secondary Education, Mathematics, National Norms, Reading Skills, *Test Results, Writing Skills

Identifiers-*Maryland

The fifth report required by the Maryland Educational Accountability Act contains information about goals for Maryland public education and progress toward those goals. The first section explains accountability, the Maryland Accountability Act, and limitations of current instruments for measuring learning progress. The central purpose of the report is to present Maryland accountability assessment information. The reading, writing, and mathematics skills covered by the Iowa Tests of Basic Skills have been assessed in the third, fifth, and seventh grades for the past five academic years. The average grade equivalent scores, by skill area, are shown for each school within each county. Tables display the countywide average grade equivalents for the tests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years. The last section of the report contains a short summary of progress in some special program areas in the state. (Author/MLF)

ED 177 717 EA 012 212

Madden, Matthew E.

Employer's Complete Guide to Unemployment Compensation.

Pub Date-79

Note-238p.

Available from-Central Commercial Publishing Corporation of America, P.O. Box 603, Warrensburg, MO 64093 ($13.95)

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141) - Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Eligibility, Employees, Employers, Federal Legislation, Federal State Relationship, Higher Education, *Legal Responsibility, State Legislation, Students, Teachers, *Unemployment Insurance, *Wages

Identifiers-*Unemployment Compensation Amendments 1976

This publication is a guide for employers who need specific information on unemployment compensation. Major topics discussed are an overview of the workings of the unemployment insurance system, the unemployment compensation amendments of 1976, receipt of claim notice, an employer's reaction to claims, student workers, faculty claims for summer unemployment or other vacation periods, employee claims for nonprofit organizations, determination and appeal, computation of claimant's benefit and employer liability, financing the obligations imposed by the system, computation dates for required records and returns, and organization of state employment security agencies. Extensive tables describe taxation, benefits, eligibility, administration, and coverage in each state. (Author/LD)

ED 177 718

EA 012 214

Nasstrom, Roy R.

A Partisan Political Organization's Intervention in the Election of a Nonpartisan Board of Education.

Pub Date-78
Note-23p.; Paper presented at the National Conference of Professors of Educational Administration (Milwaukee, WI, August 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Board Candidates, Boards of Education, *Elections, *Junior Colleges, *Political Affiliation, *Political Attitudes, Political Issues, Political Power
Identifiers-California, California Democratic Council, *Partisan Politics, *Political Parties, Referenda

This study examines the effects of partisan political activities on an educational referendum and junior college board of education election. The study focused on the activities of the California Democratic Council, a Democratic organization formed to make political endorsements that could not be made by the party. The election examined was held in six California cities to determine whether a junior college district should be formed and to elect the junior college district's board of education. Data were collected through participant observation of council activities and from minutes, informal conversations with delegates, and newspaper reports. The researcher concluded that party involvement in local educational politics may be based largely on issues extraneous to education. Although there was no evidence that partisan involvement caused a return to patronage or corruption, it did appear that partisanship could gloss over important educational problems and that it may not be superior to nonpartisanship in issue differentiation and aggregation. (Author/JM)

Knopp, Robert O'Reilly, Robert R.
Job Satisfaction of Teachers and Organizational Effectiveness of Elementary Schools.
Pub Date- 78
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Effective Teaching, Elementary Education, Foreign Countries, *Job Satisfaction, *Organizational Effectiveness, *Task Performance, *Teachers
Identifiers-*Ontario (Ottawa)

The purpose of this study was to examine the relationship between job satisfaction of teachers and perceived school effectiveness. Questionnaires were distributed to teachers in 75 elementary schools in Ontario, Canada. A job description index and the concept of organizational effectiveness were used to measure job satisfaction variables of work, promotion, pay, supervision, and coworkers. The findings suggest that perceived school effectiveness is related to satisfaction of teachers with coworkers, with supervision, and with the work itself. The results are discussed in light of the peculiarities of the educational setting and are linked to several themes in the literature related to motivation, satisfaction, and productivity. Two suggestions are offered at the end. To ensure high satisfaction with fellow teachers, and therefore school effectiveness, principals should display leadership behavior that will facilitate group development, support, and interaction. To ensure high teacher satisfaction with a principal's leadership approach, and therefore school effectiveness, school board officials should ensure that principals actually display such leadership behavior. (Author/LD)

Foster, Betty J. Barr, Richard H.

Revenues and Expenditures for Public Elementary and Secondary Education 1976-77.

National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date- 79
Note-32p.; For related documents, see ED 133 833, ED 140 402, and ED 162 427; Not available in paper copy due to marginal legibility of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($1.40)
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Finance, Elementary Secondary Education, Expenditure Per Student, Expenditures, *Income, Intermediate Administrative Units, *School District Spending, School Funds, *School Statistics, State Departments of Education
Identifiers-Elementary Secondary Education Act, School Assistance in Federally Affected Areas Act

This report presents a variety of revenue and expenditure data for U.S. public elementary and secondary schools during the 1976-77 fiscal year. Data were compiled from annual expenditure reports submitted by each state. Information is intended to meet the general information needs of educational researchers and the more specialized needs of personnel administering programs under P.L. 81-874, School Assistance in Federally Affected Areas, and P.L. 89-10, the Elementary and Secondary Education Act of 1965. Consequently, in addition to revenue data, the publication contains capital outlay and debt service data as well as three types of current operating expenditure data. The first type of current expenditure includes state and intermediate level administration. The other two are for local public elementary and secondary education and include both current expenditures as defined by a U.S. Office of Education handbook and current expenditures as defined by P.L. 81-874 and P.L. 89-10. A sample questionnaire form used to collect the survey data is included at the end. (Author/LD)

ED 177 721 EA 012 217

Report to the President and to the Congress of the United States.

Architectural and Transportation Barriers Compliance Board, Washington, D.C.
Pub Date-Nov 75
Note-264p.; For related documents, see EA 012 218-219; Appendices F and I may not reproduce clearly
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Architectural Barriers, *Compliance (Legal), Facility Guidelines, Federal Government, Federal Legislation, *Federal Regulation, Grants, Housing Needs, Needs Assessment, *Physically Handicapped, *Standards, *Transportation
Identifiers-*Architectural Barriers Act 1968, Rehabilitation Act 1973

The Architectural and Transportation Barriers Compliance Board was established by Congress in 1973 to ensure compliance with standards prescribed under the Architectural Barriers Act of 1968, which requires federally funded buildings and facilities to be accessible to and usable by physically handicapped persons. This second annual report details the efforts to comply with the law by the nine federal agencies that make up the board. These agencies are the Department of Health, Education, and Welfare; the Department of Transportation; the Department of Housing and Urban Development; the Department of Labor; the Department of Interior; the Department of Defense; the General Services Administration; the United States Postal Service; and the Veterans Administration. The agencies' reports address six major areas: compliance, barrier-related goals and objectives of the agency, environmental barrier-related research activities, legislative and administrative recommendations, consumer involvement, and communications. The report also contains a description of the board's background, planning, and activities. Specific legislative and administrative recommendations in support of the elimination of architectural and transportation barriers are made. The appendices contain excerpts from a number of reports, sections of handbooks, the texts of laws relating to activities of the board, testimony concerning proposed regulations, and agency regulations. (Author/MLF)

Report of the Architectural and Transportation Barriers Compliance Board for Fiscal Years 1976 and 1977.

Architectural and Transportation Barriers Compliance Board, Washington, D.C.
Pub Date- 78
Note-37p.; For related documents, see EA 012 217-219; Submitted to the President and the Congress of the United States
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Architectural Barriers, *Compliance (Legal), Facility Guidelines, Federal Government, Federal Legislation, *Federal Regulation, *Physically Handicapped, *Standards, *Transportation
Identifiers-*Architectural Barriers Act 1968, Rehabilitation Act 1973

This is the third report of the Architectural and Transportation Barriers Compliance Board to the President and the Congress. It covers fiscal years 1976 and 1977. Section A of this report is devoted to a review of the board's early compliance policy and program initiatives. It includes a discussion of the board's General Notice of Guidance to Compliance System Development'' and board procedures and enforcement regulations. Section B summarizes an analysis of findings and recommendations for a federalwide compliance system and discusses the next step in developing a specific agency accessibility compliance system. Section C reports on board compliance cases that have been processed and are in various stages of completion. Reports on activities by the Office of Public Information and the National Advisory Committee on an Accessible Environment conclude the report. (Author/MLF)

ED 177 723 EA 012 219

Laws Concerning the Federal Architectural and Transportation Barriers Compliance Board.

Architectural and Transportation Barriers Compliance Board, Washington, D.C.
Pub Date- 79
Note-14p.; For related documents, see EA 012 217-218
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-090-00045-3; $0.90)
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Architectural Barriers, *Facility Guidelines, *Federal Legislation, *Transportation
Identifiers-*Architectural Barriers Act 1968, *Rehabilitation Act 1973

The Architectural Barriers Act of 1968 requires federally funded buildings and facilities to be accessible to and usable by physically handicapped persons. The Architectural and Transportation Barriers Compliance Board was established by the Rehabilitation Act of 1973 to ensure compliance with standards prescribed under the Architectural Barriers Act. The texts of both laws and their later amendments are contained in this booklet. (MLF)

ED 177 724 EA 012 222

Martin, David B.
Developing an Effective Board-Administrative Team.
Pub Date-15 Feb 79
Note-11p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 14-17, 1979)
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Responsibility, Administrator Role, *Cooperative Planning, *Decision Making, Elementary Secondary Education, Leadership, *Management, Principals, School Superintendents, *Team Administration
Identifiers-Ohio, *Participative Decision Making

It is beneficial to identify three administrative teams through linking pins: the principal is the linking pin between the instructional team and the administrative team; the superintendent is the linking pin between the administrative team and the policy team, which includes the board of education; the administrative team consisting of all administrators plus the policy team is known as the management team. Reasons for a management team include recent power shifts between employers and employees, increasing pressure on administrators, and the need for more effective decisions. In instituting a management team, a redefined role is necessary for all parties concerned. Important components of an administrative team are effective communication, support of administrators by the board, an opportunity for administrators to select agenda items and supply input to policy-making, and a fair procedure for determining administrator salaries. (Author/JM)

ED 177 725 EA 012 223

Campbell, Richard W. Carroll, James D.

Documentation of the Crisis in Public Education in New Jersey: 1975-1976. Volume I. A Case Study Analysis.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Contract-400-77-0031

Note-323p.; For a related document, see EA 012 224

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Basic Skills, Court Litigation, Decision Making, Educational Accountability, Educational Change, Elementary Secondary Education, *Equal Education, *Equalization Aid, *Finance Reform, Government Role, Organizational Change, Policy Formation, Property Taxes, *School Closing, *School Taxes, *State Aid, State Standards

Identifiers-Court Injunctions, *New Jersey, New Jersey Department of Education, Public School Education Act (New Jersey), Robinson v Cahill

Volume I of a two-volume series, this case study tells the story of the events and decisions associated with the 1976 court-ordered shutdown of schools in New Jersey. It also analyzes the state educational decision-making structure. The school closing was undertaken because, according to the New Jersey Supreme Court, the state had not properly enacted the school finance reform measures that were ordered in Robinson v. Cahill in 1973. Although the legislature had passed the Public School Education Act in response to the court mandate, it had failed to appropriate funds for the act. Closing of the schools for eight days resulted in the legislature passing a statewide income tax. Following the introduction, chapter 2 presents background information on the national finance reform movement, the legal context of school reform in New Jersey, the state economy and fiscal base, and the state's politics of education. Chapters 3 and 4 make an effort to identify major actors and events and convey their complex interactions in the decision-making process. Chapter 5 contains the analysis of events involved in the educational decision-making process. (Author/JM)

ED 177 726 EA 012 224

Cohen, Richard A. And Others

Documentation of the Crisis in Public Education in New Jersey: 1975-1976. Volume II. A Compendium of Legal Documentation: Robinson v. Cahill.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Contract-400-77-0031

Note-89p.; For a related document, see EA 012 223; Last 3 pages may be illegible

Pub Type- Reference Materials - Bibliographies (131) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Court Cases, *Court Doctrine, Elementary Secondary Education, Equal Education, *Finance Reform, Government Role, State Programs

Identifiers-*New Jersey, *Robinson v Cahill

Volume 2 of a two-volume series, this document is designed to facilitate research on school finance reform in New Jersey, specifically the Robinson v. Cahill decisions. The purpose of this effort is two-fold: to facilitate access to legal documents submitted during the four-year evolution of the Robinson case and to augment efforts to identify the legal doctrine and interpretations that the case and relevant commentary have produced. Following a brief introduction on the background of the school finance reform movement nationally and in New Jersey, part 1 summarizes the Robinson v. Cahill litigation. Part 2 contains abstracts of most of the briefs submitted in the case. Part 3 is an annotated bibliography of legal periodicals that make explicit reference to the Robinson decision. Part 4 contains two diagrams that sketch the complexity of the four-year litigation. (Author/JM)

ED 177 727 EA 012 225

Schmink, David P. And Others

Conditional Wealth Neutrality as a School Finance Equity Criterion in Illinois.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Pub Date-Oct 79

Note-67p.

Available from-Center for the Study of Educational Finance, College of Education, Illinois State University, Normal, IL 61761 ($3.50)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Assessed Valuation, Elementary Secondary Education, *Equal Education, Equalization Aid, Expenditure Per Student, Expenditures, *Finance Reform, Property Taxes, State Aid

Identifiers-*Illinois, *Resource Equalizer Program IL, State Aid Formulas, *Wealthy Neutrality

This study looks at the relationship between district wealth and revenues available for education in Illinois using a conditional'' conception of wealth neutrality that holds constant the operational tax rate. Data used were demographic data of Illinois school districts. An analysis of beta weights suggested an undesirable relationship between wealth and expenditures in elementary and high school districts. Also, when Illinois districts are examined using the conditional equity approach, it was revealed that in the years 1976-1979, all types of districts actually retreated from a notion of equity. The data suggest that when using only the simple neutrality model, some of the relationship between wealth and expenditures is hidden. Specifically, in elementary districts the conditional model shows continued movement away from equity since 1973-74 and the simple model shows movement toward equity in 1976-77 and away from equity in 1978-79. (Author/JM)

ED 177 728 EA 012 226

Lundeen, Virginia And Others

The Illinois General Purpose Grant-in-Aid System, 1979-1980.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Pub Date-79

Note-23p.; Several diagrams are marginally legible

Available from-Center for the Study of Educational Finance, College of Education, Illinois State University, Normal, IL 61761 ($1.00)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Equalization Aid, *Finance Reform, Mathematical Formulas, Political Influences, Social Values, State Aid, *State Legislation, State Programs

Identifiers-*Illinois

This discussion begins with the five major political values that were reflected in the 1973 reform of the Illinois school aid system. The lawmakers wanted to spend state dollars for education in a way that would improve student and taxpayer equity, maintain local control of school districts, aid poverty-impacted districts, not discriminate against dual high school and elementary districts, and greatly increase the amount of money the state pays for education. The reform yielded four funding options from which each school district could select the most profitable each fiscal year. The options included the three previous options of the Strayer-Haig system (the Strayer-Haig Formula,'' the Alternate,'' and the Flat Grant'') plus the new formula the Resource Equalizer Formula.'' The new formula features reward for effort (equal expenditure for equal effort), guaranteed assessed valuation, and consideration of the number of disadvantaged students. A mathematical explanation of the resource equalizer formula, which is currently used in 76 percent of Illinois districts, is presented, as are mathematical formulas for the other three approaches. All the formulas are presented as they have been amended through 1979. (Author/IRT)

ED 177 729 EA 012 227

Arsulich, Mic[illegible]
Discipline: A Review of Selected Literature.
San Diego County Dept. of Education, Calif.
Pub Date-Nov 79
Note-23p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Change, *Change Strategies, Corporal Punishment, *Delinquency Causes, Discipline Policy, *Discipline Problems, Elementary Secondary Education, Problem Solving, School Security, *School Vandalism, *Student School Relationship, *Violence

The nature of school discipline problems has changed over the past few decades. In the 1950s, teachers thought that fighting, stealing, and disrespect toward authority were the most serious forms of student misbehavior. Violent assaults on teachers and pupils, gang warfare, burglary, extortion, and destruction of school property are included among the discipline problems of today. The existence of these problems is well documented. Some of the causes, as suggested by research studies, are peer and gang influences, televised aggression, and poor home conditions. Negative school experiences considered as causal factors include large classes, incompetent and indifferent teachers, lack of authority in the schools, and irrelevant curriculum. Some measures that research findings indicate may help solve the problems are teaching school personnel alternative classroom instructional and management techniques; involving students, parents, and the community in developing corrective measures; strong leadership by principals; and rules of conduct that are specific, publicized, and enforced. (Author/MLF)

McGuffey, C. W.
Model Program for the Academic Preparation of School Business Administrators.
Pub Date-12 Oct 79
Note-14p.; Paper presented at the Annual Meeting of the National Association of State Boards of Education (17th, Williamsburg, Virginia, October 10-14, 1979); Not available in paper copy due to light print of original document
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Personnel, *Administrator Education, Business, Elementary Secondary Education, Higher Education, Models, Performance Based Education

After providing a brief history of the development of the role of the school district business administrator, the author presents a model for a preparation program for district business administrators. The model is based on the author's earlier study in which he identified and validated 195 competencies in 23 task areas. Assumptions that guided the development of the model include the following: the traditional coursework approach has serious limitations; individual knowledge, skills, abilities, strengths, and weaknesses of those in the program will vary depending on student background; and a modular, competency-oriented approach to individual program planning and design may be the most effective and efficient approach to use. The model consists of four major components: assessment of the student prior to his or her entry into the program; program design to prepare a course of study for each student; implementation of the program designed; and continuous evaluation of the appropriateness of content, the adequacy of the strategies used to meet objectives, and the setting of the instructional process. The program is envisioned to be approximately two years long or the equivalent of 22 courses of five quarter hours each. (Author/IRT)

ED 177 731 EA 012 229

Goldsmith, Arthur H.

Discipline, Discrimination, Disproportionality and Discretion. A Legal Memorandum.

National Association of Secondary School Principals, Reston, Va.
Pub Date-Nov 79
Note-9p.
Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($0.50; quantity discounts)
Pub Type- Collected Works - Serials (022) - Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Black Students, Court Litigation, *Discipline, Elementary Secondary Education, *Equal Protection, Federal Legislation, Handicapped Students, Punishment, Students

The dilemma of disciplinary discretion is that on the one hand it avoids discrimination by allowing individualized treatment, but on the other hand it invites discrimination by leaving it up to the adiministrator to determine what discipline shall be imposed for what offense. The law imposes very few and easily met restraints. To ensure that discipline is nondiscriminatory, the principal should attempt the following: (1) make all disciplinary rules as clear and precise as possible, avoiding distinctions based on race, sex, or physical handicap; (2) make sure, if a rule seems to have a disproportionate negative effect on students of one race or sex, or on another group that might claim discrimination, that the rule has a legitimate educational purpose and that the disproportionate impact has a demonstrable, nondiscriminatory cause; (3) make sure that fair rules are being administered in a fair manner (there is nothing wrong with the use of administrative discretion if it is exercised in a rational, consistent way free of bias); (4) enact disciplinary penalties that are not only permissible under state law, but also appropriate in severity to the rule violation involved; and (5) demonstrate concern about any policy that has a disproportionate negative effect on any legally protected group. (Author/IRT)

ED 177 732 EA 012 230

The Supervision of Teaching: Report of a CEA Seminar (Montreal, Ontario, November 1-3, 1978).

Canadian Education Association, Toronto (Ontario).
Pub Date-Jul 79
Note-54p.; Also available in French edition
Available from-Canadian Education Association, 252 Bloor Street West, Suite S850, Toronto, Ontario, Canada M5S 1V5 ($3.00; payment should accompany order)
Pub Type- Books (010) - Collected Works - Proceedings (021) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Elementary Secondary Education, Evaluation Methods, Foreign Countries, Teacher Evaluation, *Teacher Supervision
Identifiers-*Canada

In November of 1978 the Canadian Education Association held its first national French-language seminar for teachers, principals, school board administrators, and representatives of departments/ministries of education. The theme of the seminar was Supervision of Teaching: Should it be Viewed as a Relationship of Help or Control?'' This booklet contains a background paper outlining current practices in the supervision of teaching in each of the provinces and the two territories, the text of an address by Jean-Paul Desbiens, and a summary of the ten workshops that involved the 240 participants in discussions of five questions: (1) How is supervision viewed in your milieu? (2) What should supervision consist of? (3) Who should carry out supervision? (4) What are the factors that prevent the introduction of the desired type of supervision? (5) What changes should and can be made in supervision in order to remove or get around these negative factors? (Author/IRT)

ED 177 733 EA 012 231

Results of a Gallup Poll of Public Opinion in Canada about Public Involvement in Educational Decisions. CEA Task Force on Public Involvement in Educational Decisions. Report No. 1.

Canadian Education Association, Toronto (Ontario).

Pub Date-Sep 79

Note-59p.; Also available in French edition

Available from-Canadian Education Association, 252 Bloor Street West, Suite S850, Toronto, Ontario, Canada M5S 1V5 ($3.75; payment should accompany order)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors-*Attitudes, Board of Education Policy, *Citizen Participation, Curriculum Development, *Decision Making, *Educational Policy, Educational Principles, Educational Quality, Elementary Secondary Education, Foreign Countries, National Surveys, Parent Attitudes, Parent Participation, Parent School Relationship, *Public Opinion, Student Teacher Relationship, Teacher Evaluation

Identifiers-*Canada

This report gives the results, with commentary, of a recent Gallup Poll of public opinion commissioned by the Canadian Education Association. The poll reveals how Canadians feel about public involvement in educational decisions and what their general feelings and attitudes are about certain aspects of education today compared to when they were in school. As well as a regional breakdown (Atlantic, Quebec, Ontario, Praries, British Columbia), the report shows responses by age, sex, occupation, mother tongue, community size, education, and income. This survey was conducted by inserting a series of 12 questions on public involvement into the Gallup Omnibus Poll for April 1979. In total, 2,033 adults who were 18 years of age and over were interviewed in their homes. The results of the survey are presented in tables of percentage responses, and to help the reader, the significant high percentages are underlined in the tables. (Author/MLF)

ED 177 734 EA 012 232

Williams, T. R.

Leadership Issues for Canadian Education.

Canadian Education Association, Toronto (Ontario).

Pub Date-Sep 79

Note-40p.; Also available in French edition

Available from-Canadian Education Association, 252 Bloor Street West, Suite S850, Toronto, Ontario, Canada M5S 1V5 ($3.00; payment should accompany order)

Pub Type- Books (010) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Bilingualism, *Culture Conflict, Demography, Economic Factors, Educational Problems, Elementary Secondary Education, Foreign Countries, Leadership Styles, *School District Autonomy, *Social Problems, Social Values, *State School District Relationship

Identifiers-*Canada

In addressing issues that are common to all educational jurisdictions in Canada, the author has designated as national'' those issues that are manifest concurrently within the provincial and local board arenas and as federal'' those issues that integrally involve relationships between the federal government and the provinces. Four national issues are discussed: (1) issues dealing with matters of economics and demography; (2) ideological and values issues that relate both to governance and decision-making and to matters of personal, educational, and religious beliefs; (3) issues that revolve around the question of the control of education; and (4) issues that deal primarily with matters of administrative style. The discussion of national issues takes up the bulk of the monograph because they far outnumber the federal issues. The federal issues are centered on finance and the question of national unity. The author concludes that it is only through a renewed focus on the children in the classroom as the shared interest of all involved in education that Canadian school systems can creatively cope with their current dilemmas. (Author/IRT)

ED 177 735 EA 012 233

School Staffing Ratios: Update 1978-79. ERS Research Memo.
Educational Research Service, Arlington, Va.
Pub Date-79
Note-32p.; For a related document, see ED 165 284
Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 221-00008; $8.00; payment must accompany orders under $10.00)
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Administrative Personnel, Expenditure Per Student, *National Surveys, Principals, School Districts, *Student Teacher Ratio, Teacher Aides, Teachers
Identifiers-*Staffing Ratios, *Teacher Staff Ratios

This report is designed to supply school management with data for the school year between the regular biennial reports, the last of which was published for the school year 1977-78. The school staffing ratio data included here are intended as a supplemental update of the 1977-78

report and should be used in connection with that report, which describes in detail the methods and limitations in the study procedures. The general summary data reported here are in 32 tables for school districts by four enrollment categories and by five per pupil expenditure categories. Definitions of these categories and the number of reporting school districts in each are described in detail in Appendix A. In addition, this report shows how a member of the management staff of a specific school district can compute staffing ratios for that school district that are comparable with ratios computed for other districts. A worksheet and examples of the computations are included in this publication. (Author/LD)

ED 177 736 EA 012 242

Price, Gary G. And Others

Overview of School and Unit Variables and Their Structural Relations in Phase I of the IGE Evaluation.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-WRDCIS-TR-475

Pub Date-Dec 78

Grant-OB-NIE-G-78-0217

Note-78p.; Report from the Project on Evaluation of Practices in Individualized Schooling

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Elementary Education, Grade 2, Grade 5, *Individualized Instruction, Job Satisfaction, Mathematics Instruction, *Models, *Program Evaluation, Reading Instruction, *Research Methodology, School Organization, Teacher Morale, Teaching Methods

Identifiers-*Individually Guided Education

This document provides an overview of the school variables and unit variables used in Phase 1 of the Individually Guided Education (IGE) evaluation. Included in the discussion of each variable are a verbal definition of the variable, a description of the distribution of the variable in the 156 schools that participated in the Phase 1 study, and the internal consistency of the variable. Also included is a discussion of a structural model that was developed as an expression of how the school characteristics measured by these variables are supposed to influence each other in an IGE school. (Author)

ED 177 737 EA 012 243

Bowles, B. Dean Oinonen, Charlotte

School-Community Relations: A Comprehensive Bibliography.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-WRDCIS-TP-78

Pub Date-Oct 79

Grant-OB-NIE-G-78-0217

Note-268p.; Report from the Project on Studies of Administration and Organization for Instruction

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Advisory Committees, *Bibliographies, Boards of Education, Bond Issues, Citizen Participation, Communication (Thought Transfer), Community Education, Community Influence, Community Involvement, *Community Relations, Conflict Resolution, Educational Innovation, Educational Research, Elementary Secondary Education, Evaluation, Higher Education, Parents, Politics, Public Opinion, *Public Relations, School Administration, School Budget Elections, *School Community Relationship

This bibliography features an extensive collection of articles and books on the subject of school-community relations. Topics covered include school-community relations (general); program, organization, and administration; school-community relations activities; school-community relations processes; specific publics; political aspects; research; and a bibliography of bibliographies. The varied selection of books and articles are current to 1978 and many of the entries are annotated. (Author/LD)

ED 177 738 EA 012 244

Seibert, Ivan N.
Property Accounting. A Handbook of Standard Terminology and a Guide for Classifying Information about Education Property. State Educational Records and Reports Series: Handbook III, Revised 1977.
National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NCES-77-121
Pub Date-77
Contract-300-75-0250
Note-132p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01808-0; $2.75)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Classification, Community Education, *Definitions, Educational Equipment, Educational Facilities, Elementary Secondary Education, Facility Inventory, Instructional Materials, *Property Accounting, *Recordkeeping, *School Accounting

This handbook is offered as a resource for local, intermediate, state, and federal education officials to assist in the identification, organization, and definition of data and information about education property. An introduction and directions are followed by a discussion of concepts associated with property accounting and some general guidelines for developing or strengthening a property accounting system. Chapters 4 and 5 contain a classification and definitions of the basic data items recommended for the establishment and maintenance of property accounting systems. The remaining chapters present definitions for some of the more common measures of school property, discuss the need for distinguishing between supplies and equipment, and recommend a set of criteria for making the supplies/equipment distinction. The appendices contain a glossary, instructions for capitalization and depreciation, acknowledgments to the organizations and individuals involved in the development of this handbook, a bibliography of related publications, and an index. (Author/MLF)

ED 177 739 EA 012 245

King, Jonathan Marans, Robert W.

The Physical Environment and the Learning Process. A Survey of Recent Research. Research Report Series, Institute for Social Research.

Michigan Univ., Ann Arbor. Architectural Research Lab.; Michigan Univ., Ann Arbor. Survey Research Center.
Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-Feb 79
Note-85p.
Available from-Architectural Research Laboratory, The University of Michigan, Ann Arbor, MI 48109 ($6.00 plus $1.00 postage and handling)
Pub Type- Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Academic Achievement, Alternative Schools, Annotated Bibliographies, Educational Alternatives, *Educational Environment, Educational Research, Elementary Secondary Education, *Environmental Influences, Environmental Research, *Learning Processes, Open Plan Schools, *Physical Environment, Research Needs

The purpose of this report is to review and critically analyze recent research on the relationship between the behavior of individuals and their educational environments. Its intent has been to concentrate on studies dealing with the academic achievements of children in nontraditional settings. The first part of the report describes the approach taken in conducting the search of pertinent literature and the procedures used for organizing the material. The second part presents a brief summary of the research findings within the major organizational categories (nontraditional instructional space, school size, space and density, climate, lighting, acoustics, color, and miscellaneous) and, for each, outlines recommendations for studies that might be undertaken in the future. In the third section, the information gaps in the entire body of research are identified, and approaches to future research on the impact of educational settings on human behavior are discussed. The final section contains abstracts of the most salient research identified by the review. A conceptual index referencing relational concepts, persons studied, and educational settings is included. (Author/MLF)

ED 177 740 EA 012 246

Educational Programs That Work. A Resource of Exemplary Educational Programs Approved by the Joint Dissemination Review Panel Education Division, Department of Health, Education, and Welfare. Sixth Edition.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0415
Note-299p.; For a related document, see ED 163 665
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alternative Schools, Bilingual Education, Career Education, *Demonstration Programs, Early Childhood Education, Educational Administration, *Educational Programs, Elementary Secondary Education, Environmental Education, Inservice Teacher Education, Language Arts, Learning Disabilities, Mathematics Education, Migrant Education, Parent Participation, Preservice Education, Reading Programs, Science Education, Special Education, *Validated Programs, Vocational Education

This catalog is intended to make successful programs and practices available so that interested school districts may adapt and install their key elements. All programs were approved by program offices within their funding agencies and often by state education agencies. All were then carefully scrutinized for quality by the Joint Dissemination Review Panel of the Department of Health, Education, and Welfare. All programs demonstrated convincing evidence of effectiveness. Many programs are products of the National Diffusion Network. This annual catalog includes up-to-date information on all programs that were described in previous editions and over 30 additional programs. The appendix offers several listings of state coordinators of federally funded programs who may be able to assist local schools through technical assistance with new educational practices. (Author/LD)

ED 177 741 EA 012 247

Lachman, Seymour P., Ed.

Fifth Annual Conference on Public and Non-Public Schools: Education Faces the 80's and Beyond. Proceedings.

City Univ. of New York, N.Y. Center for Advanced Study in Education.
Report No.-CASE-07-79
Pub Date-79
Note-86p.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Computer Assisted Instruction, *Cultural Centers, Educational Innovation, *Educational Technology, *Environmental Education, Futures (of Society), Government Role, Health Education, Private Schools, *Program Coordination, Public Schools, *School Role, Vocational Education
Identifiers-New York (New York)

The purpose of this conference was to bring together leaders of public and private schools to discuss matters of mutual concern and interest. The morning session was concerned with the topic The Child, the Teacher, the Machine'' and focused on educational technology with emphasis on computer-aided instruction. The morning workshops dealt with The Child as One of the Continuing Foci of Education'' and The Role of Technology in Communicating with the Child.'' A luncheon keynote speech was on Connecting Education Resources,'' specifically the coordination among the many educational and cultural agencies in New York City. The afternoon session examined The Expanding Role of the School,'' especially in the provision of social services and environmental education. Workshops were entitled The School as the Local HEW?'' and Education and Survival.'' All the major presentations and workshop reports are included in the document. (JM)

ED 177 742 EA 012 248

Asbestos School Hazard Detection and Control Act of 1979. 96th Congress, 1st Session.

Congress of the U.S., Washington, D.C. House.
Report No.-House-R-96-197
Pub Date-15 May 79
Note-25p.; For a related document, see ED 170 946
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Air Pollution Control, Compliance (Legal), Elementary Secondary Education, Estimated Costs, *Federal Legislation, Federal Regulation, School Buildings, School Safety, *Waste Disposal
Identifiers-*Asbestos, *H R 3282 (96th Cong 1st Sess)

This report by the Committee on Education and Labor of the House of Representatives endorses H.R. 3282, the Asbestos School Hazard Detection and Control Act of 1979, and also presents minority views of ten members of the committee. The purpose of this legislation is to authorize a systematic federal program for identifying and controlling hazardous asbestos conditions in elementary and secondary schools. This program will take the form of technical, scientific, and financial assistance to local educational agencies, including private schools. Provisions of the bill and its legislative consideration are presented. Testimony from hearings is summarized about asbestos health and safety hazards, asbestos exposure in schools, treatment of school asbestos hazards, and the need for a federal program. A section-by-section analysis of the bill and Congressional Budget Office cost estimates for implementation of this legislation conclude the report. (Author/MLF)

ED 177 743 EA 012 249

Tax-Exempt Status of Private Schools. Hearing before the Subcommittee on Taxation and Debt Management Generally of the Committee on Finance, United States Senate, Ninety-Sixth Congress, First Session on S.103, S.449, S.990, S.995 (April 27, 1979).

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

Pub Date-27 Apr 79

Note-286p.; Not available in paper copy due to small print of original document

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Committees, Educational Finance, Federal Legislation, Federal Regulation, Hearings, *Parochial Schools, *Private Schools, *Racial Discrimination, *Taxes

Identifiers-Congress 96th, Internal Revenue Service, S 103 (96th Cong 1st Sess), S 449 (96th Cong 1st Sess), S 990 (96th Cong 1st Sess), S 995 (96th Cong 1st Sess), Tax Exemptions

This document presents testimony on S. 103 (a bill to provide that the Internal Revenue Service may not implement certain proposed rules relating to the determination of whether private schools have discriminatory policies), S. 449 (a bill to provide that tax exemption of certain charitable organizations shall not be construed as the provision of federal assistance), S. 990 (a bill to provide that the Internal Revenue Service may not implement certain proposed rules relating to guidelines for the determination of whether private schools have discriminatory policies until the enactment into law of provisions relating to such guidelines), and S. 995 (a bill to require the secretary of the treasury to obtain a judicial finding of racial discrimination before terminating or denying tax-exempt status to a private school on the grounds of racial discrimination). (JM)

Murray, Saundra R. Murray, Charles A.

National Evaluation of the PUSH for Excellence Project: Phase I. Evaluation Design.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-AIR-78601-6/79-IR
Pub Date-Jul 79
Contract-400-79-0014
Note-76p.; For a related document, see EA 012 251
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, Community Involvement, Educational Objectives, *Evaluation Methods, Formative Evaluation, Measurement Techniques, Parent Participation, Program Design, Program Development, *Program Evaluation
Identifiers-*PUSH for Excellence Program

Unlike classical experimental evaluation techniques, this evaluation design is intended to accommodate maximum flexibility and a dual purpose: to learn from the program under scrutiny and to help the program in its efforts. The program being evaluated here is the PUSH for Excellence (PUSH-EXCEL) Program whose activities focus on promoting an environment within which better education can take place. Section 1 of the document describes the logic that links PUSH-EXCEL's activities with its goals. This logic is used as a basis for the evaluation design. Section 2 provides an overview of the approach to the evaluation. Section 3 discusses the choice of measurement techniques, and section 4 outlines the segments of the evaluation to be undertaken in 1979-1980. (Author/JM)

ED 177 745 EA 012 251

National Evaluation of the PUSH for Excellence Project: Phase I, Program Descriptions.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-AIR-78601-6/79-IR

Pub Date-Jul 79

Contract-400-79-0014

Note-230p.; For a related document, see EA 012 250

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Academic Achievement, Attendance, Discipline, Interviews, Parent Participation, *School Activities, School Improvement, *Student Attitudes, *Student Motivation

Identifiers-California (Los Angeles), Illinois (Chicago), Missouri (Kansas City), *PUSH for Excellence Program

Based on a field study conducted from March 1979 to June 1979, this document describes the PUSH for Excellence projects in three demonstration sites: Chicago, Kansas City, and Los Angeles. The PUSH for Excellence Program is intended to increase student motivation and responsibility, create an atmosphere of order and discipline in the public schools, and provide the opportunity for youth to obtain quality education. Information for this report was gathered by reviewing program documentation, interviewing project staff and other key actors at each site, and observing day-to-day program operations and special events. These activities were preliminary steps in the design of a national evaluation of the PUSH for Excellence Project. Each description contained here begins with a narrative detailing the origins, goals, and special features of the site. Then summaries of program activities in individual school components are presented. (Author/JM)

ED 177 746 EA 012 257

Painter, Bert And Others

The Impact on Pupils of a Labour Dispute in the Public School System. Phases II and III of a Study.

British Columbia Research Council, Vancouver.
Spons Agency-British Columbia Dept. of Education, Victoria.
Pub Date-Sep 79
Note-72p.; Table 5 may not reproduce clearly due to small print
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Administrator Attitudes, Attendance, *Attendance Patterns, Bus Transportation, *Dropout Rate, Elementary Secondary Education, Foreign Countries, Heating, Nonprofessional Personnel, *Strikes, *Student Attitudes, Teacher Attitudes
Identifiers-British Columbia (West Kootenay)

This report aims to reconstruct the experience of the participants within the school districts in the West Kootenay region of British Columbia during the six-week period of a strike/lockout of nonteaching employees. It also attempts to determine the labor dispute's major effects on school performance and to identify ways of minimizing the effects of such a disruption. Although no reliable data are available on the effects on student academic achievement, the evidence is that the dispute generated increased absence and dropout rates for the remainder of the year, particularly at the secondary level. No one factor is sufficient to minimize the effects of the disruptions, nor are the factors purely technical. They are a combination of social and technical variables. The study identified six key factors. They are the attitude of the teaching staff, the degree of responsibility that students are prepared to assume for their education, the amount of parental support, the flexibility of the curriculum and the teachers, and, a factor that can override all else, the temperature of the school. The starting point for minimizing the effects of the disruption is the recognition that school is not in regular operation. (Author/IRT)

ED 177 747 EA 012 258

Lloyd, Susan McIntosh

A Singular School: Abbot Academy, 1828-1973.

Pub Date-79

Note-626p.

Available from-The University Press of New England, Box 979, Hanover, NH 03755 ($15.00)

Pub Type- Books (010) - Historical Materials (060)

Document Not Available from EDRS.

Descriptors-Educational History, History, *Private Schools, Secondary Education

Identifiers-*Abbot Academy MA

This is the biography of a school: Abbot Academy of Andover, Massachusetts. One of the first educational institutions in New England to be founded for girls and women alone, Abbot had by far the longest corporate life of any: it opened its doors to seventy students on May 6, 1829 and endured until those same doors and all the material goods inside them were entrusted to Phillips Academy on June 28, 1973. Abbot brought to the new coeducational Phillips Academy a commitment to its own historic purposes and a stubborn loyalty to the character set during its 144 years of life. For present reasons, Abbot's history commands attention. It is a plain good tale worth the telling for its own sake and for all it says of American education and of the history of American women. The sources include scrapbooks, student notebooks, and journals, supplemented by sixty interviews and letters from alumnae young and old. (Author/IRT)

ED 177 748 EC 113 228

Andolina, Charlene

Syntactic Maturity and Vocabulary Richness Learning Disabled Children at Four Age Levels.

Pittsburgh Univ., Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-161p.; Ph.D. Dissertation, University of Pittsburgh ; Sponsored through the Bureau of the Handicapped Student Research Program

Available from-University Microfilms International, P.O. Box 1346, Ann Arbor, Michigan 48106 (Catalogue No. 7816776; $22.00 hard copy, $11.00 microfiche)

Pub Type- Dissertations/Theses (040)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Age Differences, Exceptional Child Research, *Language Development, *Learning Disabilities, *Speech Communication, Syntax, *Vocabulary Development

Four age levels of 80 learning disabled (LD) students (7.5-8.11, 9.0-10.5, 10.6-11.11, and 12.0-13.5 years) participated in an examination of syntactic maturity and vocabulary richness in their oral language. Ss were shown two films without the sound turned on, and were then tape recorded as they told the story of the film in their own words. Transcriptions were analyzed with two measures of syntactic maturity (including the Syntactic Density Score) and two of vocabulary richness (Vocabulary Intensity Index and the corrected type-token ratio). Among findings were that a developmental pattern of syntactic maturity existed as measured by the number of T-units (minimal terminable unit) and the average number of words per T-unit; normal children as measured by length of T-unit experienced periods of rapid growth while LD Ss exhibited gradual progress in their control of syntax throughout the age levels, and there was no observable vocabulary developmental pattern as measured by the Vocabulary Intensity Index and simple type-token ratio. Findings suggested that observation and analysis of oral language should be an integral part of classroom assessment procedures. (CL)

ED 177 749 EC 120 168

Dunn, John M., Ed. Harris, Jerry L., Ed.

Physical Education for the Handicapped: Meeting the Need Through Inservice Education. Proceedings of a National Conference held at Oregon State University (Corvallis, Oregon, May 1979).

Oregon State Univ., Corvallis. School of Health and Physical Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-May 79

Grant-G007701197

Note-155p.

Available from-Oregon State University, School of Health and Physical Education, Corvallis, Oregon 97331 ($3.00 xerox copy)

Pub Type- Speeches/Meeting Papers (150) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Adapted Physical Education, Administrator Role, Delivery Systems, Educational Accountability, Educational Legislation, Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, Higher Education, Inservice Education, *Inservice Programs, *Mainstreaming, Models, Needs Assessment, Parent Child Relationship, Personnel, *Physical Education, Rural Education, Suburbs, Teacher Attitudes, Urban Education

Identifiers-*Education for All Handicapped Children Act

Twenty papers presented at the Oregon state conference on Inservice Physical Education and Public Law 94-142'' are included in the volume. The first section focuses on the inservice challenge and includes papers on subjects such as the accountability of inservice training for implementation of Public Law 94-142, the practical implications of research in physical education, and needs assessment methodologies for inservice. The second section presents inservice models such as a field based model of physical education for the handicapped, a model staff development program for physical educators, a field delivery system for inservice in a rural area, and a motor development inservice training project. The final section considers inservice for special groups. Among topics covered are a psychosocial approach to inservice physical education, administrative inservice considerations, and an inservice model for university facilities. (PHR)

ED 177 750 EC 120 277

Smith, Carl R.

Identification of Youngsters with Emotional Disabilities.
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date- 76
Note-17p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, Definitions, Elementary Secondary Education, *Emotionally Disturbed, *Identification, Informal Assessment, Interviews, Labeling (of Persons), Observation, *Psychological Evaluation, *Teacher Role

A clarification of the identification process for emotionally disturbed children is presented. Traditional definitions of emotional disturbance (ED) are explored and four behavioral clusters within traditional definitions are presented. The four are withdrawal from social interaction (autism), unsatisfactory interpersonal relationships, consistently inappropriate behavior under normal circumstances, and a general pervasive mood of unhappiness or depression. Other factors to be considered in the identification of ED are consistency, intensity, duration, and age appropriateness. Diagnostic information should be obtained from home interviews with the parents, observational data (behavioral checklist, formal observation, interviews with student), self-inventories and projective measurement, and clinical consultation. The rationale for identification is discussed as well as educators' fears of the possible negative side effects of labeling, and their lack of competency in identifying ED. The author concludes that by identifying children with ED, the teacher begins a remediation process. (PHR)

ED 177 751 EC 120 400

Boggs, Keith

Diversion of Youth from the Juvenile Justice System: Project Orientation Training Manual.

National Office for Social Responsibility, Arlington, Va.
Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date-78
Contract-J-LEAA-008-7
Note-73p.
Available from-National Office for Social Responsibility, 1901 North Moore Street, Arlington, VA 22209 ($5.00 xerox copy)
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavior Problems, *Curriculum Design, *Delinquency, *Delinquency Prevention, Delinquent Rehabilitation, Delinquents, *Delivery Systems, Evaluation, Juvenile Courts, Needs Assessment, Resource Materials, *Training Techniques

The training manual of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) is intended for personnel involved with Youth Service Bureaus and other diversion projects which provide direct services to delinquent or predelinquent youths with the hope of preventing initial or further involvement with the juvenile justice system. Section I, Orientation and Overview,'' describes objectives of the OJJDP and local project organization and objectives. Section II is on the diversion orientation curriculum and describes five modules: rationales for diversion, guidelines for diversion, components of diversion projects, evaluation of diversion projects, and the local diversion project. Each module outlines concepts and training tasks and suggests available training resources. Section III is on designing an orientation program and includes subsections on such aspects as assessment of needs, management style and training, multiple media, preparation of training agendas, assessment and evaluation activities, and a sample 2 day diversion orientation agenda. (DB)

ED 177 752 EC 120 691

Nesbitt, John A.

Special Recreation Bridge to Mainstreaming.

Iowa Univ., Iowa City. Recreation Education Program.

Spons Agency-Gallaudet Coll., Washington, D.C.; Office of Human Development (DHEW), Washington, D.C. Office for Handicapped Individuals.; President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date-Aug 79

Note-11p.; Paper presented at the National Conference on Scouting for the Hearing Impaired (1st, Washington, D.C., August 5-7, 1979); The conference was also sponsored by the National Advisory Committee on Scouting for the Handicapped of the Boy Scouts of America

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Handicapped Children, *Mainstreaming, Normalization (Handicapped), *Recreational Programs

Identifiers-*Scouting

The document points out the merits of scouting as a recreational program for the handicapped, and considers the YMCA's (Young Men's Christian Association's) Project MAY (Mainstreaming Activities for Youth) and the Boy Scouts of America's (BSA) Scouting for the Handicapped program. Dimensions of scouting seen as beneficial for the handicapped include its career education and recreation education dimensions. It is explained that Project MAY is a 3-year project to assist national youth serving agencies in planning, developing, implementing, promoting, and evaluating a cooperative/coordinated training program aimed at mainstreaming handicapped youth into regular youth programs. Sections also address the BSA program, the National Resource Handbook on Scouting for Handicapped Children, the National Institute on Special Recreation, and recent developments in special recreation (such as the inclusion of therapeutic recreation in services that can be provided if written into the individualized educational plan). (SBH)

ED 177 753 EC 120 692

Handbook for State Education Agencies on Handicapped Child Count Procedures Under P.L. 94-142.

Stanford Research Inst., Menlo Park, Calif.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Dec 77
Contract-300-76-60513
Note-52p.; Best copy available
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Census Figures, *Data Collection, *Demography, Educational Administration, Elementary Secondary Education, Federal Legislation, *Handicapped Children, *Identification, Research Methodology, State Programs, Statistical Data
Identifiers-Education for All Handicapped Children Act

The handbook is designed to help state education agency (SEA), personnel make an accurate count of those handicapped children aged 3 to 21 years who are receiving special education and related services in their state. The child count procedures suggested are based on a study of accepted census practices and on the experiences of a number of SEAs in generating their counts since October 1976. An introduction covers regulations concerning the child count and required SEA documentation as mandated by P.L. 94-142 (the Education for All Handicapped Children Act), Bureau of Education for the Handicapped validation, overview of steps for and roles in conducting a child count, and organization of the handbook. The next three major sections are organized according to the three phases of the child count process (precount, count, and postcount). Within a phase, each step is covered through descriptions of activities, considerations that must be kept in mind, and suggestions of possible materials to be used in facilitating the count. At the end of each section, after the steps in the phase have been outlined, a summary table appears. For each role, the table lists the tasks to be accomplished and the products or documentation that may result during that particular phase. Among appended materials are forms, memoranda, and calendars, as well as additional ideas that can be used to facilitate the development of systematic count procedures. (Author/SBH)

ED 177 754 EC 120 694

McCaffrey, Mary Tewey, Stephanna

WE CAN HELP: Specialized Curriculum for Educators on the Prevention and Treatment of Child Abuse and Neglect.

Council for Exceptional Children, Reston, Va.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date-79

Grant-90-C-863(02)

Note-356p.; Kit includes a 10 unit curriculum; Trainer's guide, overhead transparencies for each session, two film strips with each cassette titled Child Abuse and Neglect: What the Educator Sees'' and Child Abuse and Neglect: What the Educator Can Do'' Film and cassette not available from EDRS

Available from-Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, VA 22091 ($85.00)

Pub Type- Non-Print Media (100) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Abuse, Identification, *Inservice Teacher Education, *Instructional Materials, Learning Activities, *Neglected Children, Outreach Programs, *Prevention, Program Evaluation, School Community Relationship, School Policy, Teacher Responsibility

The multimedia package for educators was developed from 22 demonstration training projects and is on the prevention and treatment of child abuse and neglect. The package contains two filmstrips with associated tape cassettes, a trainer's guide, and individual packets for ten training sessions (each containing transparencies, worksheets, and resource materials). Training information and suggested activities are given for each of the 10 sessions covering the following eight topics: the problem/responsibility (basic information about child abuse and understanding of the educator's responsibilities); identification (recognition of the indicators of child abuse and neglect); community response (relationship of the educator to other community agencies); policy (development of school policy in the context of a coordinated community effort); the school based team (for the prevention and treatment of child abuse and neglect); school programing (use of school programs and educators to provide support services to the child and family); the community team (the position of the educator on the community multidisciplinary team); and community outreach. The two filmstrips consider what the educator sees and what the educator can do. Both individual and program evaluation materials are provided. (PHR)

ED 177 755 EC 120 773

Litrownik, Alan J.
Self-Concept and Self-Regulatory Process in TMRs. Final Report.
San Diego State Univ., Calif. Dept. of Psychology.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007500670
Note-91p.; Print is marginally legible on some pages.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Exceptional Child Research, Generalization, Learning Processes, *Performance Criteria, Program Evaluation, *Self Concept, *Self Control, Self Reward, *Skill Development, *Task Performance,

*Trainable Mentally Handicapped, Training Techniques

The purpose of the project was to develop and evaluate a training program in self regulatory skills with approximately 40 trainable mentally retarded students (TMR) (mean age 18 years) and to determine the effect of the acquired self regulatory skills on task performance and self concept. In Phase 1, six preliminary studies attempted to determine (1) whether TMR students could perform these requisite skills, (2) if these skills could be developed in students who did not have them, and (3) the effects of these acquired skills on task performance. Results indicated that few TMR students had appropriate self regulatory skills, but that these skills could be acquired, generalized, and retained as a result of a brief training period. The second phase involved evaluation of a training program with features appropriate to other structured (e.g., classroom) situations. Two groups were trained in the component self regulatory skills of self monitoring, self evaluation, and self reward, with one group having appropriate external standards of performance set and the other allowed to set its own standards of performance. Two additional groups served as controls. Results indicated (1) that trained students reached criterion and independently transferred self regulatory skills to new tasks; (2) that trained students, especially those who set their own appropriate standards, outperformed other groups; and (3) that there were no differences in self concept between the trained and control groups. (PHR)

ED 177 756 EC 120 774

Conference Proceedings: 2nd European Conference of Rehabilitation International; Disability in the Family. (Brighton, England, September 18-21, 1978)

Royal Association for Disability and Rehabilitation, London (England).
Pub Date-Sep 78
Note-534p.; Also sponsored by: Remploy Limited and Hospital and Social Service Publications Limited; Parts of the document have marginal print and may not reproduce well.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors-Communication (Thought Transfer), Congenitally Handicapped, Deaf, Education, Emotional Problems, Employment Opportunities, *Family (Sociological Unit), Foreign Countries, *Handicapped Children, Housing, Information Dissemination, Legal Problems, Medical Services, Mentally Handicapped, Mobility, Physically Handicapped, Prevention, Sexuality
Identifiers-Second European Conference Rehab Internl

The conference proceedings of the 2nd European Conference of Rehabilitation International (1978) on the theme disability in the family contains the agenda and approximately 80 papers. National presentations consider the theme in papers by representatives of Finland, Hungary, Belgium, The Netherlands, Portugal, Hong Kong, India, The German Democratic Republic, France, Italy, and Norway. Seminars usually involved 2 to 6 presentations each and were on the following topics: information and communication, medical aspects, spinal injuries, occupational therapy, deafness, congenital disability, transportaion, general aspects, legal aspects, services, employment, education, psychological factors, housing, sexual problems, emotional problems, technology, mental handicap, therapy, mobility for the disabled person, and prevention (the theme for the 1980 conference). Free papers cover additional topics. Other countries represented in the topical papers include the United Kingdom, Israel, the United States, Sweden, Denmark, Greece, Ireland, Romania, and Peru. (PHR)

ED 177 757 EC 120 883

Kauffman, James M. Birnbrauer, Jay S.

Research to Develop Effective Teaching and Management Techniques for Severely Disturbed and Retarded Children. Final Report.

Virginia Univ., Charlottesville. School of Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.-443CH70083
Pub Date-Dec 78
Grant-G007701821
Note-224p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Behavior Change, *Contingency Management, *Custodial Mentally Handicapped, *Emotionally Disturbed, Exceptional Child Research, *Imitation, Intervention, Mentally Handicapped, *Prompting, Severely Handicapped

The final report of a project on teaching and management techniques with severely disturbed and/or retarded children presents analysis of single subject research using contingent imitation of the child as an intervention technique. The effects of this technique were examined on the following behaviors: toyplay and reciprocal imitation, self stimulation, academic skills, rocking behavior, and stereotypic behavior. Results are said to have been negative or ambiguous, suggesting that the therapeutic uses of imitation as a consequence are of limited utility. The use of vicarious prompts (i.e., reinforcing a well-behaved child contingent on another child's misbehavior in the hope that the reinforcement would prompt the observing misbehaving child to improve) is said to have been effective, but only when the behavior of the group was already fairly well controlled. Also included is a guide for teachers in managing and teaching the severely disturbed and retarded, with sections on positive and negative reinforcement, stimulus control, extinction, punishment, use of the unexpected (including imitation of the child and humor), and self control. (CL)

ED 177 758

EC 120 884

Standards for Captioning Film and Television Programs for Deaf Children. Final Report.

New York Univ., N.Y. Deafness Research and Training Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-28 Feb 77
Grant-G007407451
Note-23p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aurally Handicapped, *Captions, *Cognitive Processes, *Cognitive Style, *Deaf, Exceptional Child Research, Films, *Material Development, *Memory, Television, *Visual Learning

The paper reports results and discusses implications of three studies on captioning films and television programs for deaf audiences. Study I dealt with the short-term visual memory required in recognition of fingerspelled letters, while study II focused on serial position effects and forward making (interference produced by first stimulus on the second), and study III concerned the generalizeability of inferences from results with fingerspelling across systems of linguistic symbols. Implications of the research for short-term memory strategies and letter recognition are discussed in terms of individual differences in coding strategies, letter recognition and task demands, and the interaction of the task and individual differences in coding strategies. Practical implications for captioning are seen to cover future research study design and to indicate the possibility that because of differences in cognitive modes there is no one optimal means of captioning material for deaf students. (CL)

ED 177 759 EC 120 885

A Summary of a Conference to Analyze Language Review Findings. Final Report.

Rehab Group, Inc., Arlington, Va.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-23 Feb 77
Contract-300-76-0561
Note-78p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Conference Reports, Evaluation Methods, *Handicapped Children, Intervention, *Language Development, *Language Research, Research Needs

The report summarizes a 1976 conference designed to analyze the findings and recommendations of three studies of language development in young handicapped children. It is explained that project directors and language researchers attended the Bureau of Education for the Handicapped-sponsored conference. A summary of conference discussion is presented on the findings and recommendations from a Boston University study on assessment instruments; a University of Kansas study on the assessment of language-related skills of pre-linguistic children, and establishment of a computer based storage and retrieval system for language literature; and a study at George Peabody College of a model of valid language approaches for clinicians. Suggestions regarding areas of future research, methodologies, and procedures are discussed regarding three areas: language acquisition and care-giver/child interactions, intervention strategies with handicapped children, and design of assessment instruments and procedures. (CL)

ED 177 760 EC 120 886

Ryan, Bruce P. Gray, Burl B.

Follow Up Study on the Dissemination of Programmed Language Instruction. Final Report.

Behavioral Sciences Inst., Carmel, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.-443CH50105

Pub Date-Jul 76

Grant-G007500666

Note-96p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Handicapped Children, *Language Programs, *Program Development, *Program Evaluation, *Success Factors, Teacher Characteristics

Identifiers-*Monterey Language Program

The report details implementation of the Monterey Language Program and the Monterey Plan, a systematic procedure for teaching language to handicapped children, in 16 sites. Data is explained to have been based on 136 questionnaires completed by administrators, supervisors, and language teachers; 109 interviews; and 41 on-site observations. Primary questions are said to have focused on how many language teachers still use the product, how well, and why they use it. Among findings discussed are that 63% of the language teachers were still using the program with a 90% accuracy. Characteristics of language teachers still using the program are described, as are characteristics of successful projects and of teachers who do not still use the program. Ten guidelines highlight such implementation. Considerations as provision of practicum procedure with real students, encouragement of individual teachers to make minor modifications in the procedure, and development of a responsive yet easy to administer evaluation system. (CL)

ED 177 761 EC 121 112

Kranz, Bella

Multi-Dimensional Screening Device (MDSD) for the Identification of Gifted/Talented Children.

North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.
Pub Date-78
Note-70p.; Print is small and faint
Available from-Bureau of Educational Research and Services, University of North Dakota, Grand Forks, North Dakota 58202 ($1.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Creative Ability, Cultural Differences, *Cultural Pluralism, Evaluation Methods, *Gifted, Models, *Screening Tests, *Talented Students, *Talent Identification, Test Bias
Identifiers-*Multi Dimensional Screening Device

The monograph presents a model for identifying gifted/talented children which is based on a multidimensional concept of intelligence, designed to include the less accepted school population in its initial search, and tied to a staff development program for teachers who must be part of the screening process. Rationale for the Multi-Dimensional Screening Device (MDSD) is discussed, and seven steps in implementing the MDSD are outlined, beginning with staff development and individual rating of students to selection of children by a local screening committee. Definitions and examples of the following 10 categories in the MDSD are listed: ability in the visual arts, ability in the performing arts, demonstrated creative or productive thinking, academic ability in a particular discipline; general intellectual ability at or above 1 out of 100 range; leadership qualities, organizing, and decision making, psychomotor history and abilities; history and use of spatial and abstract thinking; high discrepancy between performance and general intellectual ability; and talent associated with the child's cultural heritage. Scoring procedures for the MDSD are described. (CL)

Brooks, Kenneth W.

Facilities Planning Guide for Special Education Programs: Planning Accessibility for the Handicapped in Public Schools.

National Association of State Directors of Special Education, Washington, D.C.
Pub Date-Aug 79
Note-29p.
Available from-National Association of State Directors of Special Education, 1201 16th Street, N.W., Washington, D.C. 20036 ($7.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Architectural Barriers, *Building Design, Compliance (Legal), *Design Needs, Facility Guidelines, *Facility Planning, Federal Legislation, *Handicapped Children, Standards

The guide details characteristics to provide architecturally accessible special education programs for handicapped students. Impetus for the accessibility movement is traced to legislation, including the Architectural Barriers Act and Sections 503 and 504 of the Rehabilitation Act of 1973. Planning features considered are the development of a master plan, identification of qualitative and quantitative needs, determination of resources, and staff involvement. A final section outlines specific accessibility requirements and current and proposed ANSI (American National Standard Specifications) standards for general interior considerations, specific areas within facilities, ground and floor surfaces, parking and passenger loading zones, ramps, stairs, elevators, drinking fountains, bathrooms, alarms, signage, telephone, and assembly areas. (CL)

ED 177 763 EC 121 114

Henderson, Hyrum S.

The Development of Mediated Training Programs for Workers with the Handicapped. Final Report.

Utah State Univ., Logan.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Nov 76
Contract-OEC-74-9327
Note-339p.; Some print is small and may be difficult to read
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Educable Mentally Handicapped, Exceptional Child Research, Higher Education, *Inservice Teacher Education, Instructional Materials, *Mainstreaming, Mentally Handicapped, Program Effectiveness, *Rural Areas, Teaching Methods
Identifiers-Mildly Handicapped

The effectiveness of two courses designed to train 96 regular classroom teachers in rural areas to teach mildly handicapped children in their classrooms was examined. The courses covered teaching methods and materials and included self instructional materials. A posttest only control group design was employed. Data were collected on four measures: a criterion referenced test covering each course, a classroom observation and recording form, and a teacher inventory. Results indicated that teachers in the experimental group made significantly fewer errors on the criterion referenced tests and used more of the recommended techniques than teachers in the control group. No significant differences were found in perceived job satisfaction or teaching effectiveness. (Among 13 appendixes are sample criterion referenced tests and rating forms.) (CL)

ED 177 764 EC 121 115

Tindall, Lloyd W. And Others

Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report 1978.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency-Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-78

Note-118p.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences, 1025 West Johnson Street, Madison, Wisconsin 53706 ($4.00)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Handicapped Children, *Inservice Teacher Education, *Instructional Materials, Teacher Workshops, *Vocational Education

Identifiers-Wisconsin

The report analyzes progress of a project to provide inservice and instructional materials to help Wisconsin vocational teachers modify programs for handicapped students. The first section summarizes project accomplishments, including material collection inservice activities, cooperation with other agencies, and development of audiovisuals on educating handicapped students. Three papers (Modification of Regular Vocational Programs to Meet the Needs of Handicapped Students,'' Effective Use of Resources and Materials in Working with Handicapped Students,'' and Building Vocational Education for the Handicapped'') presented at conferenes are included. A third section lists a summary of inservice sessions provided, participants assessments, and brochures announcing project services. (CL)

ED 177 765 EC 121 116

Clay, James E. Stewart, Freddie

Implementing Individualized Educational Plans Via Contract Activity Packages.

Pub Date-79
Note-22p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, *Handicapped Children, *Individualized Programs, Program Development, *Teaching Methods
Identifiers-Contract Activity Packages

The use of Contract Activity Packages (CAPs, individualized plans stating objectives, multisensory resources, suggested activities, small group techniques, and evaluation methods) with handicapped children is discussed. Comparisons are made to the individualized educational program (IEP). An example is given of 10 steps in developing CAPs, including task analysis, translation of the task into behavioral objectives, test construction, development of small group activities, and packaging the CAPs. Advantages of CAPs are seen to include selection of materials according to strengths and weaknesses, decrease in IEP writing time, and provision of more preparation and teaching time for teachers. (CL)

ED 177 766 EC 121 117

Walker, Hill M. And Others

Research Program II, Project B: An Experimental Approach to the Development of Intervention Programs for Factorially Derived Groupings of Deviant Classroom Behavior. Manual, Rating Instructions, and Coding Criteria for the Observation Schedule for Acting Out Syndrome.

Oregon Univ., Eugene. Dept. of Special Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 71
Note-17p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Problems, *Behavior Rating Scales, *Classroom Observation Techniques, Emotionally Disturbed, Observation, Peer Relationship, Records (Forms)

The paper describes a method of observation and data recording for use with the acting-out child in the classroom. The form is explained to provide a record of behavior, measure rate, and note consequent social responses to the child's behavior from the environment, while also monitoring the behavior of the child's peers during observation sessions. The observation procedure is detailed, and code criteria is explained for classroom behavior (individual work, group activity, nonattending, noise -nonverbal, vocalization, physical contact, movement, vocal initiation to subject); responses (attention, praise, disapproval, compliance, noncompliance, physical contact); and response agents (teacher, peer, observer). A criterion code test with answers is included. (CL)

ED 177 767 EC 121 118

Rosenberg, Steven A.

Family Performance Prediction Study I. Final Report. September 1974-August 1975.

Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date- 77

Grant-OEG-0-74-7449

Note-111p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Child Development, Exceptional Child Research, Family Attitudes, *Family Relationship, *Handicapped Children, *Infancy, Locus of Control, *Parent Attitudes, Parent Reaction, *Parent Role, *Personality, Prediction

The paper describes a study of the relationship of personality and family variables to the capacity of 42 families to care for their handicapped infants. The predictor variables included two distinct measures of commitment as well as measures of consensus, resources, boundary permeability and locus of control. Outcome measures were the child's rate of development and teacher ratings of parent performance regarding the child and program activities. Parents and children attended an infant program for 1 hour weekly sessions. Among findings discussed is that commitment to child care and program activities were the most potent predictors of the child's rate of development. Maternal rankings of goals unrelated to family and child goals was consistently the most potent predictor of teacher ratings of maternal performance. Results supported the thesis that parent performance and child development are related to family variables. Among six appendixes are parent interview measures constructed for the study. (CL)

ED 177 768 EC 121 119

Mainstreaming Handicapped Individuals: Parks and Recreation Design Standards Manual.

Illinois State Dept. of Conservation, Springfield.
Pub Date-78
Note-54p.
Available from-Department of Conservation, Bureau of Land and Historic Sites, 405 E. Washington, Springfield, Illinois 62706 (Free)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Architectural Barriers, Building Design, *Design Needs, *Handicapped, *Parks, Physically Handicapped, *Recreational Facilities, Standards

Intended as a guide for designing and constructing accessible buildings and park facilities for handicapped persons, the manual details design considerations for the following areas: parks and recreation areas, identification signs, parking, trails, picnic areas, furnishings, camp sites, boating, fishing, play and game areas, swimming areas, amphitheaters, lodges/cabins, public telephones, toilet rooms, fountains, walks, curb cuts, ramps, rest areas, entrances/exits, floors/corridors, handrails, stairs, elevators and hand controls, and control devices. Each section includes drawings or photographs to illustrate design specifications. (CL)

ED 177 769 EC 121 120

The Status of Handicapped Children in Head Start Programs. Sixth Annual Report.

Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-Feb 79

Note-68p.

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Exceptional Child Services, Federal Programs, *Handicapped Children, *Mainstreaming, *Preschool Education, *Program Evaluation, Statistical Data

Identifiers-*Project Head Start

The sixth annual report to Congress on Head Start services to handicapped children details the number and type of children served for the 1977-78 year and the 1977 summer program. An introductory section provides background information, including an overview of Head Start policies regarding handicapped children. Chapter 2 presents findings on the number, types of handicaps, and severity of handicaps served. Among results cited are that handicapped children accounted for 13% of the total enrollment in full year programs; and that the distribution of handicapped children categorized by primary handicapping condition ranged from 52.7% speech impaired to .4% blind. Chapter 3 summarizes the following types of Head Start services: outreach and recruitment, diagnosis and assessment, mainstreaming and special services, training and technical assistances, parent services, interagency cooperation, and summer Head Start programs. Results of a 2-year study on mainstreaming in Head Start are included. Among four appendixes are survey results of handicapped children in Head Start by state. (CL)

ED 177 770 EC 121 121

Guess, Doug And Others

Language Intervention Programs and Procedures for Language Handicapped Children: A Review of the Literature. Final Report. Volume I.

Kansas Neurological Inst., Topeka.
Spons Agency-Office of Education (DHEW), Washington, D.C. School Systems Branch.
Pub Date- 77
Contract-OEC-0-74-9184
Note-170p.; For related documents, see EC 121 122-124
Pub Type- Reports - Evaluative (142) - Information Analyses (070)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Communication Problems, *Communication Skills, *Handicapped Children, Intervention, Language Development, *Language Handicapped, Language Patterns, *Language Programs, Linguistics, Operant Conditioning, *Preschool Education, Program Evaluation

The first of four documents assesses the state of the art in the area of speech and language intervention for preschool handicapped children. It is explained in an introductory chapter that the report is designed to furnish an overview of existing programs and procedures which exemplify the field and identify critical issues which currently exist in a behavioral analysis of language intervention efforts for handicapped children. Chapter 2 reviews the intervention procedures for language related behaviors which include audiometric training procedures and the training of generalized imitation skills. Chapter 3 considers investigations where operant based intervention procedures and techniques have been applied to specific areas of linguistic behaviors (semantic development, morphology, syntax, spontaneous speech, and inappropriate speech and language). The purpose of Chapter 4 is to review and assess some of the more prominent comprehensive language programs currently available including the Illinois Program for Systematic Language Instruction, the Peabody Language Development Kit, and the Non-Speech Language Intervention Program. Described are the theoretical underpinnings of each program, the supporting data if available, prerequisite skills for entering the program, content areas, cost of purchase, source, and other information unique to the program. Chapter 5 addresses several of the conceptual issues which have served as areas for debate and controversy (such as the relationship between productive speech and receptive language, and the sequencing of linguistic structures). (Author/SBH)

ED 177 771 EC 121 122

Longhurst, Thomas M.

Language Acquisition and Assessment in Normal and Handicapped Preschool Children: A Review of the Literature. Final Report. Volume II.

Kansas Neurological Inst., Topeka.

Spons Agency-Office of Education (DHEW), Washington, D.C. School Systems Branch.

Pub Date- 77

Grant-R0077FPA

Note-412p.; For related information, see EC 121 121-124

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-Aurally Handicapped, Emotionally Disturbed, *Evaluation Methods, *Handicapped Children, *Language Development, Language Proficiency, *Language Tests, Mentally Handicapped, Neurologically Handicapped, *Preschool Education

The second of four documents provides a summary of the scientific literature pertaining to spontaneous language acquisition in handicapped preschool children, and reviews and evaluates procedures for assessing language acquisition in these children. Chapter 1 focuses on language development in nonhandicapped children after they have acquired their first word to the time they begin school. The skills that are acquired by nonhandicapped children during this relatively short time period are reviewed for handicapped children in Chapter 2. Sections in this chapter focus on the following specific handicapping conditions: acoustically handicapped, neurologically handicapped, emotionally handicapped, and mentally handicapped. Also addressed are the effects of institutionalization, influence of brain damage, Down's syndrome children, developmental delay vs. specific deficit, and the critical period. Chapter 3 contains a review of some of the issues, assumptions, and current approaches to language assessment in young children. The assessment paradigm, test standardization, phonological assessment, morphological and syntactic assessment, vocabulary and basic concepts assessment, global language tests, and communication assessment are considered. Appendixes contain specific descriptions of speech and language assessment procedures grouped into general development and performance, global language, phonological, morphological, and syntactic, and vocabulary and basic concept assessment procedures. A bibliography completes the document. (Author/SBH)

Cairns, George F. Butterfield, Earl C.

Assessing Language Related Skills of Pre-Linguistic Children. Final Report. Volume III.

Kansas Neurological Inst., Topeka.

Spons Agency-Office of Education (DHEW), Washington, D.C. School Systems Branch.

Pub Date- 77

Grant-R0077FPA

Note-99p.; For related information, see EC 121 121-124

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Cognitive Processes, Diagnostic Tests, *Evaluation Methods, Expressive Language, *Handicapped Children, Infancy, *Language Development, *Language Tests, Perception, Prediction, *Preschool Education, Receptive Language, Screening Tests

The third of four documents reviews research on assessment in three domains (receptive language skills, expressive language skills, and perceptual and cognitive processes) as the most likely to predict subsequent language development of young children who have yet to speak their first word. Section II focuses on assessment of hearing sensitivity and speech perception, two factors that permit receptive language. Among conclusions of a third section on productive language skills are that screening is the least sophisticated assessment function; that diagnostic tests must identify a handicapping condition and indicate a treatment; and that tracking behavioral change is the most sophisticated function of assessment and is presently impossible. It is concluded in Section IV that perhaps the only immediately applicable assessment procedure used to study the cognitive and perceptual underpinnings of language is the Piagetian scale developed by J. Uzgiris and J. Hunt. Among recommendations offered in a final section are that the Bureau of Education for the Handicapped support only research whose procedures yield data that would support clinical decisions about individual infants and that support be given to more narrowly circumscribed research efforts in each of the three areas (receptive language, expressive language, and perceptual and cognitive processes) reviewed. (SBH)

ED 177 773 EC 121 124

Guess, Doug And Others

The Development and Maintenance of a Computer Based Storage and Retrieval System for Language Literature. Final Report. Volume IV.

Kansas Neurological Inst., Topeka.
Spons Agency-Office of Education (DHEW), Washington, D.C. School Systems Branch.
Pub Date- 77
Grant-R007FPA
Note-40p.; For related information, see EC 121 121-123
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computers, *Data Processing, *Handicapped Children, *Information Retrieval, Information Services, *Information Systems, *Language Development, Preschool Education

The report presents results of the development and field testing procedures of a computer based language library retrieval system as part of the Assessment of Language Training for Preschool Handicapped Children Project. The report focuses on the data processing system, the user's manual or thesaurus, the dissemination strategy, a cost analysis, ways to maintain the system, and a proposed maintenance budget. It is pointed out that a computer based language library storage and retrieval system could be designed to effectively provide users with general or specific segments of available language literature. Alternatives considered for maintaining and updating the system range from complete federal support to none. The option most strongly supported involves a maintenance plan where an organization such as the Kansas Neurological Institute would contract with the Bureau of Education for the Handicapped (BEH) to update and maintain the system. It is explained that through this plan, users could be required to pay for some portions of the service while BEH subsidized others. Among enclosures are a sample user's packet. (Author/SBH)

ED 177 774 EC 121 125

Assessing State Information Capabilities Under P.L. 94-142. Final Report.

Management Analysis Center, Inc., Washington, D.C.; National Association of State Directors of Special Education, Washington, D.C.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-30 Sep 77

Contract-300-76-0562

Note-107p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Compliance (Legal), Costs, *Federal Legislation, *Handicapped Children, *Information Storage, *Information Systems, *Recordkeeping, State Programs, State Surveys, Statistical Data

The report describes a study to assess 27 states' current data capabilities as they relate to information requirements of P.L. 94-142, the Education for All Handicapped Children Act. The first part of the report summarizes study results, including such major findings as that most states were reasonably able to meet proposed federal requirements in one or two of the four major data categories (children, personnel, facilities, and fiscal information), but few were strong in three or four categories. Projections of children needing service, although available were generally weak, as were projections of personnel. Fewer than three-fourths of the states could report special education program costs, and very few could provide them by handicapping conditions. The major problem found was inadequate data monitoring and validation. Recommendations are made for streamlined data requirements, phasing in data requirements, technical assistance for states, and leadership role for the Bureau of Education for the Handicapped in compliance. Part II of the report describes a methodology for estimating the incremental costs of meeting the proposed data requirements for P.L. 94-142 and applies that methodology to six states. (CL)

ED 177 775 EC 121 144

McDonald, Eugene T. Berlin, Asa J.

Bright Promise for Your Child with Cleft Lip and Cleft Palate. Revised Edition.

National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.

Pub Date-Jul 79

Note-45p.

Available from-National Easter Seal Society for Crippled Children and Adults, 2023 W. Ogden Avenue, Chicago, Illinois 60612 ($0.75 plus postage and handling, quantity prices available)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cleft Lip, *Cleft Palate, Eating Habits, *Etiology, Intelligence, *Medical Treatment, Parent Role, Personality Development, *Prenatal Influences, Speech Handicapped, Speech Skills, Speech Therapy

Identifiers-Parent Resources

Intended for parents of children with cleft lip and cleft palate, the booklet provides an overview of the condition. Addressed are the following topics (sample subtopics in parentheses): prenatal development and birth defects (facial development); possible causes of cleft lip/cleft palate (common misconceptions, genetic factors, environmental influences); normal lips and palates; surgical repair (plastic surgery, prostheses, speech aids); eating problems; speech (stimulation techniques, speech therapy); effects on intelligence; hearing loss (otitis media); dental problems (malocclusion); and effects on children's personalities. Four sources of information are listed, and a glossary of 57 terms is appended. (CL)

ED 177 776 EC 121 145

Education of the Hearing Impaired: Suggested Oregon Guidelines for Determining the Most Appropriate Educational Placement of Hearing Impaired Children.

Oregon State Dept. of Education, Salem.

Pub Date-78

Note-43p.; A large chart entitled: Most Appropriate Placement Matrix for Hearing Impaired Students, is available from source

Available from-Oregon Department of Education, 942 Lancaster Drive, Salem, Oregon 97310

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Aurally Handicapped, Deaf, Delivery Systems, Elementary Secondary Education, Evaluation Methods, Hard of Hearing, *Identification, Instructional Materials, Mainstreaming, Parent Participation, Preschool Education, *State Standards, Student Evaluation, *Student Placement

Identifiers-*Oregon

The booklet presents Oregon's guidelines regarding the most appropriate/least restrictive placement of hearing impaired students. Guidelines address the following topics (sample subtopics in parentheses): identification (school screening, failure criteria, followup); referral; assessment (criteria, records, parent rights, group and individual tests); staffing (composition and function of committee); placement (parental involvement, direct placement of transfer student, tuition placement, residential or regional program placement); review staffings; service standards (delivery method alternatives, program standards, support services, staff standards); instructional materials for the deaf; special education equipment for the deaf; facilities; transportation; and preschool programs (early identification, diagnostic evaluation and referral, selection and fitting of amplification, and personnel preparation). (CL)

ED 177 777 EC 121 146

Spangler, Robert S. And Others

Deceleration Procedures for Inappropriate Social Behaviors with Severely Retarded Ss. Two Papers.

Pub Date- 78
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Change, *Behavior Problems, *Contingency Management, *Custodial Mentally Handicapped, Exceptional Child Research, Mentally Handicapped, Positive Reinforcement, *Punishment, *Timeout

Two papers describe studies to decrease inappropriate social behaviors of severely retarded students. R. Spangler and others in The Effect of a Time-Out Procedure on the Duration of Tantrum Behavior in a 13-Year-Old Severely Retarded Male S'' report on a three phase study in which a combination of verbal instructions and a timeout procedure resulted in significant improvement in tantrum behavior. It is explained that the S's tantrums decreased from an average 37 minutes duration to 19 minutes, along with a decrease in tantrum frequency. The Reduction of Hostile Behavior in Two 8 Year Old Severely Retarded Ss'' by R. Villier and others describes the effect of a punishing contingency (requiring the Ss to sit quietly for 15 minutes behind a partition, combined with 15 minutes in a timeout room if they got up or acted out during the first contingency) and intermittent positive reinforcement on Ss' hitting, pushing, kicking, spitting, and biting behaviors. It is explained that both Ss were brought under control within a week during the treatment phase, that hostile behaviors were reduced to an acceptable level, and maintained at that level for over 1 month. (Author/CL)

Career Education Program for the Talented.
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-47p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aesthetic Education, Art Education, *Behavioral Objectives, *Career Education, Creative Writing, Dance, Drama, Elementary Education, Junior High Schools, *Learning Activities, Media Technology, Music, *Talented Students

The curriculum packet lists objectives and activities used in a career education program in which talented students in grades 4-9 interacted with practicing professionals in six arts areas (art, creative writing, dance, drama, media, and music). Information is presented according to session sequence, and includes descriptions of such aspects as introductory activities, materials, discussion topic, media, and time schedules. Among the suggested activities listed are designing a personal portfolio, pencil drawing (art); advertising, theater/entertainment writing (creative writing); creativity discussions, dance therapy (dance); mime, painting to music (drama); photo-silkscreens (media); and music performance (music). (CL)

ED 177 779 EC 121 148

Moore, Melvin G. And Others

The Longitudinal Impact of Preschool Programs on Trainable Mentally Retarded Children.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.
Pub Date-Mar 79
Contract-300-76-0519
Note-102p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Achievement, Childhood, Exceptional Child Research, Longitudinal Studies, Mentally Handicapped, *Parent Attitudes, *Preschool Education, *Program Effectiveness, *Teacher Attitudes, *Trainable Mentally Handicapped

The effects of a preschool experience on the performance levels of 151 trainable mentally retarded (TMR) 9-11 year old children, teacher attitudes, and parent attitudes were examined. Three years of longitudinal performance data were investigated with a repeated measures ANOVA design, and 42 instructional variables and their relationships to child performance were examined through multiple regression techniques. Among results were that the preschool experience had a significant impact on Ss' performance levels, particularly in academic and motor skill areas; the more years of preschool Ss had, the greater the difference between their scores and those of children without a preschool experience; teachers did not rate the performance levels of post preschoolers differently than Ss with no preschool experience; and parents of the TMR Ss who had attended a preschool believed their children to have developed more self help skills, to be less of a physical drain on the parents, and to provoke less anger in parents than did similarly handicapped children who had not attended a preschool. (Author/CL)

ED 177 780 EC 121 159

Stoi, Margaret

Eliminating Problem Behaviors with Positive Controls.

Pub Date-Jun 79

Note-9p.; Paper presented at the ABA Conference (June 19, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aggression, *Behavior Change, *Behavior Problems, Childhood, *Emotionally Disturbed, Exceptional Child Research, *Positive Reinforcement

A teacher describes her efforts to deal with an 11-year-old severely emotionally impaired girl in a classroom with other acting out, aggressive students. The girl's behavior problems included breaking, tearing, spitting, swearing, running, and sexual aggression. A positive reinforcedment system was found to be primarily responsible for success in altering her behavior. Controls used were verbal and physical praise, hugs, pats, and food reinforcers. Restructuring the environment and the daily schedule was also found to work. (Author/CL)

ED 177 781 EC 121 160

Towers, Richard L.

Early Stimulation Programs for Handicapped Children in the Montgomery County, Maryland (USA) Public School System: Down's Syndrome and Auditory Impairments.

Pub Date-Jun 79

Note-37p.; Paper presented at the International Conference on Early Stimulation (Madrid, Spain, June 21, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiology, *Aurally Handicapped, *Child Development, *Downs Syndrome, Handicapped Children, *Infancy, *Intervention, Mentally Handicapped, Stimulation

Identifiers-*Maryland (Montgomery County)

Two infant stimulation programs - for Down's Syndrome and hearing impaired children - in Montgomery County, Maryland, are described. Referral, initial assessment, development of individualized education program, and use of learning activities with the Down's infants are discussed along with intervention rationale, parent role, and child development stages (gross motor, fine motor, communication, social and self help). The hearing impaired program description focuses on accompanying handicaps, conductive and sensorineural losses, audiological evaluation techniques, hearing aid selection and use, auditory training, and specific skill development. (CL)

ED 177 782   EC 121 161

Parental Skills Program for Parents of Handicapped Children. Final Report, July 1, 1974-August 31, 1978.
Texas Inst. for Rehabilitation and Research, Houston.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Aug 79
Contract-OEC-0-74-9301
Note-264p.; Prepared in collaboration with Interaction, Inc.
Pub Type- Reports - Descriptive (141) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aurally Handicapped, *Child Rearing, *Handicapped Children, *Instructional Materials, Mentally Handicapped, *Parent Education, Physically Handicapped, *Program Development, *Program Evaluation, Speech Handicapped, Visually Handicapped

The document contains the final report of the Parental Skills Program for Parents of Handicapped Children, a 15 unit modulized program designed to provide insights and skills for parenting handicapped children. Section I provides an introduction to the program with sections on the need for the program, program goals, and project objectives. A second section outlines the 10 basic parenting units, the five specific handicap units (physically handicapped, mentally retarded, visually impaired, speech impaired, hearing impaired), program formats (cassette/slide, lectures, and self instruction), and program materials. Section III reviews the steps involved in program development, including program conceptualization, data gathering, and material development. Procedures involved in pilot testing all the units are addressed in Section IV. It is explained in Section V that the program was evaluated with 95 parents. Listed among findings are that fathers were somewhat less likely than mothers to complete the program, and that parents like the program and evaluate every unit near the optimum when rating units on a 5 point scale. Sections VI and VII contain a report on the information conference to introduce the program to interested schools and agencies, and conclusions regarding evaluation of the program. Appendixes, which make up the bulk of the document, include a detailed program description, a report on program development, tables with pilot test data, tables with evaluation data, a sample evaluation questionnaire, materials on the information conference, and an extensive bibliography with sections correlating with each of the program units. (SBH)

ED 177 783 EC 121 176

Kowalski, Anthony P., Ed. Payne, Joyce, Ed.
Special Education in the Great City Schools: IEP and Personnel Development.
Council of the Great City Schools, Washington, D.C.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Sep 77
Grant-G007603441
Note-139p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrator Role, *Compliance (Legal), Elementary Secondary Education, Federal Legislation, *Handicapped Children, *Individualized Programs, *Inservice Teacher Education, Teacher Education, Teacher Workshops, *Urban Schools
Identifiers-*Education for All Handicapped Children Act

The booklet includes eight presentations from workshops organized by the Council of the Great City Schools on issues in implementing P.L. 94-142, the Education for All Handicapped Children Act. The first section, by J. Harvey, presents an overview of federal laws and regulations concerning the individualized education program and comprehensive system of personnel development. Three articles in the second section address the issue of individualized education programs. Articles include The Individualized Education Program: Some Observations'' (J. Camille Vautour, M. Vautour); The Design, Implementation and Evaluation of an IEP'' (R. Brown); and The Individualized Education Plan as a Child Find Instrument'' (R. Rinaldi). The requirements for a comprehensive system of personnel development are addressed by three papers in the third section: Planning for the Implementation of a Comprehensive System of Personnel Development'' (J. Payne); Comprehensive System of Personnel Development - the Total Process'' (E. Dambruch); and Special Education Personnel Development - An Urban Administrator's Perspective'' (A. Sullivan). A. Kowalski concludes the document with a paper on The SETAC (Special Education Technical Assistance Consortium) Regional Training Workshops''. (CL)

ED 177 784 EC 121 177

Renzulli, Joseph S.

What Makes Giftedness: A Reexamination of the Definition of the Gifted and Talented. Brief Number 6.

National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.

Pub Date-May 79

Note-52p.

Available from-Ventura County Superintendent of Schools, 535 East Main Street, Ventura, CA 93009 ($3.00 each, 10% discount for 100 or more copies)

Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Creativity, *Definitions, Elementary Secondary Education, *Gifted, Identification, *Student Characteristics, Student Evaluation, *Talented Students, *Talent Identification

The report analyzes research on characteristics of gifted and talented persons and suggests a rationale for identification systems. The importance of an operational definition is emphasized, and various conceptions and definitions of giftedness are reviewed. Problems with the U.S. Office of Education definition are cited. Three cluster areas characteristic of giftedness are descried: above average ability, creativity, and task commitment. It is pointed out that identification procedures should give equal attention to all three clusters. A definition of giftedness is proposed and a graphic representation is included. Six guidelines (including assessment of self-chosen and required performances and continual evaluation of the adequacy of the identification program) are outlined for identification systems. Five areas of information (preschool and developmental, psychometric, performance, motivational, and sociometric) are suggested for developing identification. A revolving door approach and use of full time equivalent concepts are recommended. (CL)

ED 177 785 EC 121 178

Gallagher, James J. And Others

Issues in Gifted Education.

National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.

Pub Date-Jul 79

Note-100p.

Available from-Ventura County Superintendent of Schools, 535 East Main Street, Ventura, California 93009 ($5.50, 10% discount for 100 or more copies)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Creative Development, Creative Thinking, Developmental Stages, Educational Alternatives, Evaluation Methods, *Gifted, *Research Needs, *Secondary Education, Student Evaluation, *Talented Students, *Talent Identification

Four papers address issues of identification, secondary program alternatives, guidance to develop creativity, and needed research in gifted education. In the first paper, ``Some Creative Dimensions to the Issue of Identification,'' E. Torrance analyzes the problem of idntifying and cultivating creative giftedness in an unfavorable national climate. He emphasizes the need to shift from standardized, stimulus-response tests, describes a successful program based on assessment of intellectual and creative potentials, and lists guidelines for measuring creative thinking and skills. A. Passow's paper, ``Secondary Schools: Program Alternatives for the Gifted/Talented,'' outlines nine programs which provide alternatives for gifted/talented students. Program differentiated approaches are seen to include curricular changes, administrative organizational modifications, and community based experiential learning. In the third paper, ``The Use of Developmental Stage Theory in Helping Gifted Children Become Creative,'' J. Gowan suggest the need to enhance creativity by encouraging right hemisphere brain function. J. Gallagher's paper, ``Research Needs for Education of the Gifted'' points out the need for studies on such topics as the definition of giftedness, design of programs for the culturally different gifted, and development of ways to stimulate or train creativity. (CL)

Oversight Hearing on Education of Handicapped Children. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education Jointly with the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session, Held in Washington D.C. on March 27, 1979.

Congress of the U.S., Washington, D.C. House.
Pub Date-79
Note-127p.; Print in some tables is marginally legible
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Costs, Educational Finance, *Federal Aid, *Federal Legislation, Financial Policy, *Handicapped Children
Identifiers-*Education for All Handicapped Children Act

The monograph presents the transcript of the March 27, 1979 oversight hearing on education of handicapped children conducted by the House Subcommittees on Elementary, Secondary, and Vocational Education and Select Education. Nine statements of such persons as F. Bowe, director of American Coalition of Citizens with Disabilities, Inc., ; S. Kendrick, executive director of United Cerebral Palsy Association of Wisconsin; and M. Morris, executive director of Georgia Association of Retarded Citizens, are included regarding fiscal expenditures for P.L. 94-142, the Education for All Handicapped Children Act. Letters, prepared statements and supplemental materials are also included in addition to testimony. (CL)

ED 177 787 EC 121 180

Fiscal Year 1979 Annual Program Plan Amendment for Part B of the Education of the Handicapped Act as Amended by Public Law 94-142.

Oregon State Dept. of Education, Salem.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-79
Note-117p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Compliance (Legal), Costs, Due Process, Elementary Secondary Education, Federal Legislation, Financial Policy, *Handicapped Children, Identification, Individualized Programs, Inservice Teacher Education, Policy, Private Schools, *State Programs, State Standards, Student Evaluation, Student Placement, Student Rights, Teacher Education
Identifiers-*Education for All Handicapped Children Act, *Oregon

The Oregon Annual Program Plan for fiscal year 1979 sets forth the state's policies to provide all handicapped childre (6-20 years old) with a free appropriate public education, as mandated by P.L. 94-142, the Education for All Handicapped Children Act. Addressed are the following topics: right to education, full educational opportunity timetable, priority policies, child identification, individualized education programs, procedural safeguards, least restrictive environment, protection in evaluation procedures, comprehensive system of personnel development, participation of private school children, placement in private schools, recovery of funds for misclassifed children, hearings on Local Education Agency applications, annual evaluations, and additional requirements under the law (such as monitoring and complaint procedures and nondiscrimination and employment of handicapped individuals). (CL)

ED 177 788 EC 121 204

Tager-Flusberg, Helen B.

Early Infantile Autism: The Relationship Between a Cognitive Deficit and Language Dysfunction.

Pub Date-79

Note-10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Autism, Childhood, *Cognitive Development, *Cognitive Processes, Comprehension, Early Childhood Education, Exceptional Child Research, *Language Development, Linguistics, Play

Three studies were conducted with three groups of eighteen autistic children (3-11 years old) matched by age and IQ to developmental aphasic Ss to examine the nature of the cognitive deficit underlying autism. Two experiments were concerned with language comprehension using real and anomalous sentences, while the third investigation was an observational study of the play of autistic children. In experiment I, autistic Ss were found not to use a probable event strategy in sentence comprehension. In experiment II, autistic Ss demonstrated ability to extract and apply a linguistic rule (word order) but failed to apply a non-linguistic rule (probable event). In experiment III, the majority of the Ss spent most of their time engaging in simple undefined manual activity or repetitive manipulation with toys, with relatively few examples of relational or functional play. Data from all three studies were consistent with the hypothesis that autistic children have a specific cognitive deficit in understanding relational aspects of the environment, particularly for the probabilities involved in such relationships among people and objects. (CL)

ED 177 789 EC 121 205

Dahl, Peter R.

Workshop Materials and Suggestions for Workshop Development.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-15 Jul 79

Grant-G007702227

Note-291p.; Some print is marginal

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Handicapped Students, Inservice Teacher Education, Instructional Materials, Job Skills, *Program Development, Program Planning, *Teacher Workshops, *Vocational Education

The document discusses materials for staff development workshops on vocational education for handicapped students. Five categories of materials are focused on: preliminary survey materials (workshop planning questionnaires); invitations and other publicity; workshop leader materials; participant materials; and evaluation materials. Nine appendixes, which compose the bulk of the document, include the following materials: a discussion of planning a vocational training program for handicapped students, vocational assessment materials, job analysis profile, learner analysis profile, information on modifying the classroom environment, materials discussing P.L. 94-142 (the Education for All Handicapped Children Act) and Section 504 of P.L. 93-112 (the Rehabilitation Act of 1973), and materials supplied by the National Technical Institute for the Deaf. (CL)

ED 177 790 EC 121 206

Maloney, Patricia

Resources for Mainstreaming Exceptional Students in Vocational Education Programs.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Grant-G007702227
Note-89p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrative Problems, Due Process, Federal Legislation, *Handicapped Children, *Individualized Programs, *Legal Problems, *Mainstreaming, Teaching Methods, *Vocational Education

The guide lists resources for the provision of vocational education to handicapped students. Each entry includes information on title, specific concern, groups served, intended users, contents, source, cost, availability, and ease of use. Entries are organized into the following four areas (sample subtopics in parentheses): exceptional students and vocational education (exemplary programs, mainstreaming, descriptions of handicapping conditions); legal requirements for the education of exceptional students (educational rights, due process, implications of recent legislation); administrative concerns (policy development on mainstreaming, curriculum development, individualized education programs, environmental redesign); and instructional concerns (improving teaching skills of vocational educators, instructional techniques for exceptional students). (CL)

ED 177 791 EC 121 207

Wood, Linda J. And Others

Children in Detention and Shelter Care: Surveying the System in New Jersey.

Association for Children of New Jersey, Newark.

Spons Agency-New Jersey State Law Enforcement Planning Agency, Trenton.

Pub Date-May 79

Grant-A-D:2-138-76

Note-157p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Corrective Institutions, *Delinquency, Delinquent Rehabilitation, *Demography, Elementary Secondary Education, Exceptional Child Research, Individual Characteristics, *Institutionalized Persons, Program Evaluation, State Legislation, *State Programs

Identifiers-*New Jersey

The report examines the characteristics of children (primarily between the ages of 6 and 17 years) placed in 42 New Jersey detention facilities, juveniles in need of supervision (JINS) shelters, and children's shelters; and provides descriptive information and analysis on the programs, policies, and budgets of these "temporary" residences. An introductory chapter briefly reviews the New Jersey system of shelter and detention centers, and explains that questionnaires mailed to 42 facilities gathered information in three categories (daily census, annual admissions, and services and staff). Chapter 2 examines national issues and policies, and gives an indepth description of the system of detention and shelter care, including legal definitions, facility descriptions, criteria for placement, and the role of agencies charged with monitoring and inspecting the facilities. Based on data provided from the 42 facilities surveyed, the third chapter provides statistics and characteristics of the types of children placed in temporary care. Chapters 4 and 5 focus on the experiences of and services to children in detention and shelter care; while Chapter 6 reports the costs of a temporary care system. A final chapter gives an overview of findings which include that despite the fact that many children had serious educational deficits and histories of school failure, some programs provided an hour or less of instruction per day while others had voluntary attendance policies. Among appendixes are a sample statewide survey questionnaire; a list of New Jersey detention facilities, JINS shelters, and childrens shelters; and a copy of New Jersey's Juvenile Code. (SBH)

Riall, Ann Kelly, W. Jeffrey

An Examination of Time Delay and Progressive Cue Strategies for Training Two Profoundly Handicapped Children Command Compliance.

Pub Date- 78
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attention Control, Childhood, Cues, *Custodial Mentally Handicapped, Exceptional Child Research, Mentally Handicapped, *Motor Reactions, *Multiply Handicapped, Program Effectiveness, Severely Handicapped, *Teaching Methods, Time Factors (Learning), *Verbal Stimuli

The study involving two profoundly retarded, multiply handicapped children (8 and 11 years old) was designed to demonstrate the effectiveness of the time delay/stimulus-transfer procedure and a progressive cue teaching strategy on the initial acquisition of verbal control over motor behaviors of Ss. The time delay strategy consisted of two components: the delivery of the verbal stimulus by the trainer and the completion of the motor response by the child, with or without the physical help of the trainer. The progressive cue strategy consisted of increased levels of trainer intervention until the child's behavior reached the criterion level. Data, recorded for each trial and probe, consisted of the sequential recording of trainer and child behaviors. The replication across Ss clearly demonstrated that motor responses of profoundly retarded children can be modified by the application of a systematic teaching strategy. Results of both of the children's graphs suggested that the progressive cue procedure was not efficient in comparison to the time-delay procedure, and that the Ss may not have benefitted from the demonstration. (SBH)

ED 177 793　　　　　　　　　　　　　EC 121 228

Kluwin, Thomas N. And Others

The Effect of Experience on the Discourse Comprehension of Deaf and Hearing Adolescents.

Pub Date-Apr 70

Note-25p.; Paper presented at the Annual Meeting of the American Education Research Association (San Francisco, California, April, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescents, *Aurally Handicapped, Exceptional Child Research, Learning Characteristics, *Limited Experience, *Reading Comprehension

The influence of situational expectations, conditioned by previous experience, on the interpretation of entire prose passages was investigated with 22 hearing and 18 hearing impaired adolescents. The ambiguous paragraph model was borrowed from D. Schallert and two separate paragraphs were constructed. Ten multiple choice questions were generated for each ambiguous paragraph. Each question had two possible correct answers, one for each of the two primary interpretations. Two distractor items were written, one for each of the two interpretations. The primary interpretation reponses and distractors were then randomly ordered for each test item. Ss were instructed to read the first paragraph, answer the questions and then proceed directly to the second paragraph. It was concluded from results that differential reading abilities of adults, as well as children, may not be due to linguistic differences but to the fact that a lifetime of different or incomplete experiences has not prepared them to organize the world in an optional fashion. (SBH)

ED 177 794 EC 121 229

Rossmiller, Richard A. Frohreich, Lloyd E.

Expenditures and Funding Patterns in Idaho's Programs for Exceptional Children.

Idaho State Dept. of Education, Boise.
Pub Date-Mar 79
Note-85p.; Print is very small in some tables.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Delivery Systems, *Educational Finance, *Gifted, *Handicapped Children, *Program Budgeting, *School Funds, Special Education, *State Programs
Identifiers-*Idaho

The document reports on a study of expenditures and funding patterns in the State of Idaho's educational programs for exceptional (handicapped and gifted) children. Information is provided concerning the costs of education programs for such children in Idaho school districts for the school year 1976-77; and recommendations are made with regard to alterations or improvements in the funding pattern for financing such programs, and policies in the present administrative, reporting, and incentive features of Idaho's financing of such programs. Seven methods of funding exceptional child education programs are reviewed, including reimbursement for personnel, weighted formula, and excess cost. Pupil weighting systems are discussed as means to equalize educational resources based on the varying needs of individual students. Eight program delivery models that are part of Idaho's provisions for educating exceptional children are reviewed: resource program, gifted/talented, self contained program, secondary vocational program, itinerant services, contractual, special design, and residential services. The bulk of the report is devoted to specific study data. (DLS)

ED 177 795 EC 121 230

Gerlach, Kent

Activities for Involvement: In-Service Ideas for Attitudinal Change and Awareness.

Augustana Coll. Association, Sioux Falls, S. Dak.

Spons Agency-South Dakota State Dept. of Education and Cultural Affairs, Pierre.

Pub Date-1 Mar 79

Note-59p.; Paper presented at the AACTE Annual Meeting (Chicago, Illinois, March 1, 1979)

Available from-Director, Project P R.E.P., Augustana College, Sioux Falls, SD 57102

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Group Activities, *Handicapped Children, *Inservice Teacher Education, Mainstreaming, Role Playing, *Teacher Attitudes, *Teacher Workshops

Identifiers-*Augustana College SD

Based on a program developed at Augustana College, South Dakota, the booklet one-fourth of which consists of appendixes presents activities designed to be used in workshops aimed at creating positive attitudes toward handicapped children among regular classroom teachers. Among the activities are those which simulate the reactions and feelings of handicapped children (including those with motor disability, sensory disability, and learning and emotional disability) when faced with difficult tasks; suggestions for awareness presentations; role playing activities; and testimonials from handicapped individuals who have experienced labeling and resultant isolation. A bibliography of books about handicapped children, written for grades kindergarten through 12, is appended, along with some sample transparencies for use in conjunction with attitude workshops. (Author/DLS)

ED 177 796 EC 121 231

Clark, Douglas H., Ed.

The Deaf-Blind/Severely-Profoundly Handicapped: Proceedings from the 1978 Nebraska Statewide Conference, Nebraska Diagnostic Resource Center, Cozad, Nebraska.

Nebraska State Dept of Education, Lincoln.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-78

Note-128p.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Auditory Evaluation, Cognitive Development, Communication Skills, *Deaf Blind, Family Counseling, *Individualized Programs, Models, *Multiply Handicapped, Occupational Therapy, Paraprofessional Personnel, Parents, Perceptual Motor Coordination, *Physical Therapy, *Prevocational Education, Severely Handicapped, Tutors, Vision Tests, *Vocational Education

Identifiers-Nebraska

The report presents the proceedings of a 1978 Nebraska statewide conference intitled The Education and Training of the Deaf-Blind/Severely-Profoundly Handicapped.'' Titles and authors of the 13 papers presented include Considerations for Full Educational Service for the Severely and Profoundly Handicapped'' (N. Haring); 'Where Do I Start?' Some Ideas for Beginning Communication with Pre-Language Children'' (S. Anderson); A Model Case Service Delivery System for Deaf-Blind Children'' (P. Cotten and others); Vocational Considerations for Multi-Handicapped Persons'' (R. McDonald); Parent and Family Services'' (M. Frazer, B. Cacioppo); Para-Profesional/Tutor Companions for Deaf-Blind/Severely-Profoundly Handicapped in Florida'' (J. Hoff); Occupational and Physical Therapy for the Multi-Handicapped'' (B. Scanlan); Task Analysis and Prevocational Considerations for the Deaf-Blind/Severely-Profoundly Handicapped'' (D. Stoddard, A. Stoddard); Individual Education Plans'' (L. Kates, J. Hoover); Vision Assessment and Stimulation for

Deaf-Blind/Severely-Profoundly Handicapped Children'' (C. Ficociello); Auditory Assessment for the Deaf-Blind and Severely-Profoundly Handicapped Children'' (T. Allen); Assessment of Cognitive Development in the Young Child With Severe and Multiple Handicaps'' (R. DuBose, C. Robinson); and The Profoundly Handicapped Child-Assessing Sensorimotor and Communication Abilities'' (N. Fieber). (DLS)

ED 177 797 EC 121 232

The Prevention of Ill-Treatment of Children in the Netherlands.
Pub Date-Aug 79
Note-14p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Abuse, *Child Welfare, Disadvantaged Youth, *Foreign Countries, Medical Services, *Neglected Children, *Prevention, Psychiatric Services, Social Services, Social Work, *Sociopsychological Services
Identifiers-*Netherlands

The report discusses the prevention and treatment of child abuse and neglect in the Netherlands. Two Dutch institutions concerned specifically with the prevention of child abuse are described: a network of special teams consisting of doctors, social workers, and administrators; and the Society for the Prevention of Cruelty to Children. Aspects of these organizations considered include records, after care, reports and referrals, and statistics. Also discussed are cooperation between these two oganizations, public interest in family and youth welfare in the Netherlands, medical services related to child abuse, and legal aspects. Child guidance centers, agencies for general and family guidance, and social psychiatric services are among the mental health/social work services cited as pertaining to child abuse. Also described is an experimental hostel for problem families in Amsterdam, which serves as a live in sociotherapeutic center. Several obstacles that make it difficult to render effective assistance in cases involving child abuse cases are reviewed including lack of knowledge and resistance to reporting cases. (DLS)

Annual Program Plan Amendment for Part B (P.L. 94-142) Fiscal Year 1980: Material Incorporated by Reference.

South Carolina State Dept. of Education, Columbia.

Pub Date-79
Note-202p.; See EC 121 234 for draft.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Due Process, *Educational Objectives, Educational Policy, Equal Education, Federal Aid, *Federal Legislation, *Handicapped Children, Identification, Individualized Programs, Mainstreaming, Parents, Program Evaluation, *State Programs
Identifiers-*Education for All Handicapped Children Act, *South Carolina

The document presents the state of South Carolina's amended annual program plan for the fiscal year 1980, which describes how South Carolina plans to comply with the regulations mandated by the Education for All Handicapped Children Act (P.L. 94-142). Sections cover such aspects as policy regarding the right of handicapped students to education, goals (and a timeline) with respect to providing for the educational needs of handicapped children, identification, individualized education programs, procedural safeguards (including independent educational evaluations, parental consent, parents' rights, and due process hearings), least restrictive environment, protection in evaluation procedures, participation of private school children, placement in private schools, recovery of funds for misclassified children, hearings on Local Education Agency applications, annual program evaluations, and additional requirements (including conducting site visits, collection of data and reports, and audits of federal fund utilization). A section on confidentiality of records is also included. (DLS)

ED 177 799 EC 121 234

Annual Program Plan Amendment for Part B (P.L. 94-142) Fiscal Year 1980: Draft.
South Carolina State Dept. of Education, Columbia.
Pub Date-79
Note-105p.; See EC 121 233 for material incorporated by reference.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adapted Physical Education, *Educational Objectives, Educational Policy, Educational Resources, Federal Aid, *Federal Legislation, *Handicapped Children, Identification, Inservice Teacher Education, Mainstreaming, *State Programs
Identifiers-*Education for All Handicapped Children Act, *South Carolina

The document presents the draft of the state of South Carolina's amended annual program plan for the fiscal year 1980, which describes how South Carolina plans to comply with the regulations mandated by the Education for All Handicapped Children Act (P.L. 94-142). Information is provided regarding how the 1980 annual program plan was made public. Estimates of the programs, services, activities, and resources that are to be provided during the 1979-80 school year from state funds are provided, along with the percentage of funds to be expanded. Each type of identification activity to be carried out is reviewed, along with resources, funds to be expended, and expected outcomes. Timelines are also provided. The state's comprehensive system of personnel development is also described, along with programs having to do with implementation of the least restrictive environment, physical education for handicapped pupils, and development of effective inservice training for regular educators. The Services for the Handicapped Through Associated Regional Effort (SHARE) program is also considered. (DLS)

ED 177 800 EC 121 235

Brekke, Beverly And Others

Piagetian Object Permanence in Severely Mentally Retarded Adults.

Pub Date- 77

Note-14p.; Print may be faint on some pages.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Concept Formation, *Custodial Mentally Handicapped, Learning Processes, Memory, Mentally Handicapped, Motor Development, *Perceptual Motor Learning, *Recall (Psychological), Thought Processes

Identifiers-Object Permanence (Concept), *Piaget (Jean)

The measurability of sensorimotor development in 60 severely retarded, institutionalized adults was studied, using the Piagetian concept of object permanence in a delayed recall paradigm that involved special apparatus. Results suggested, among other things, that severely retarded, institutionalized adults learn most efficiently when trained with no interpolated delays. Modest correlations were found between performance on the object permanence tasks and on the Bayley Motor Scale, and somewhat stronger correlations were found between object permanence task performance and Bayley Mental Scale scores. The Vineland Social Maturity Scale scores tended to correlate in an intermediate range between the two Bayley scale scores. The Ss were shown to be capable of representational schema and of retaining memory of an image in relation to external cues over brief time periods of a 30 second delay. Their level of development of representational schemata functioning appeared to be similar to that of 36 month old normal children. (Author/DLS)

ED 177 801 EC 121 236

Special Education/Early Childhood Program.

George Washington Univ., Washington, D.C. Dept. of Special Education.
Pub Date-78
Note-98p.; Pages in the appendixes may be marginally legible.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Child Development, *Developmental Disabilities, Educational Diagnosis, *Handicapped Children, Identification, *Masters Degrees, *Special Degree Programs
Identifiers-*George Washington University DC

The document describes the Special Education/Early Childhood Program at the George Washington University a 1 year, full time, noncategorical master's degree program to prepare special education professionals to service the needs of developmentally handicapped children, either in direct teaching roles or as special education early childhood strategists. Program content consists of field and course experiences designed to bring students insight and knowledge in the areas of the development of young exceptional children, handicapping conditions of early childhood, identification and assessment procedures in early childhood special education, clinical teaching o: developmentally disabled young children, and alternative models of service to the young developmentally disabled child. Aspects of the program covered in the document include program development, objectives and goals, personnel, budget, contribution to the improvement of teacher education, and evaluation. A general program description is also provided. Appended are specific course descriptions and a brochure containing a 3 year report on the program. (Author/DLS)

ED 177 802 EC 121 237

Swartz, Stanley L.

Interdisciplinary Early Childhood Handicapped Personnel Training Project.

Pub Date-Jul 78
Note-10p.; Paper presented at the Central Regional Meeting of the Division of Personnel Preparation, Bureau of Education for the Handicapped, U.S. Office of Education (Washington, DC, July, 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Early Childhood Education, Educational Needs, *Handicapped Children, Interdisciplinary Approach, Models, Needs Assessment, *Performance Based Teacher Education, Personnel Needs, *Special Degree Programs, Special Education Teachers, Teacher Education
Identifiers-*Western Illinois University Project WIU

The report describes the Western Illinois University 0-6 Interdisciplinary Early Childhood Handicapped Personnel Training Project (WIU 0-6 Project) a model project designed to demonstrate innovative methods to fill personnel needs for early childhood handicapped programs. The project is a 2 semester program to train professional educators in the competencies that will enable them to work with handicapped children from birth to 6 years of age in a variety of service delivery settings, and employs faculty from five academic fields important to the education of young handicapped children: special education, elementary education, home economics, physical education, and psychology. Three issues are addressed by the program: state personnel needs, teacher preparation needs, and handicapped children's needs. Participation based, the program provides the opportunity for the immediate testing and validation of theoretical constructs. Preliminary data indicate that the described model is providing project graduates the necessary skills to be effective teachers of young handicapped children. (DLS)

ED 177 803 EC 121 262

Vogel, Ronald J. And Others

Evaluation of the Process of Mainstreaming Handicapped Children Into Project Head Start. Phase II. Final Report.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-19 Dec 78

Contract-105-76-1113

Note-555p.; See Ed 168 239 for Phase I Final Report; ED 168 238 for Phase II Interim Report; and ED 168 291, ED 168 236, and ED 176 433 for Executive Summaries

Pub Type- Reports - Evaluative (142)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors-*Exceptional Child Services, *Handicapped Children, *Mainstreaming, Measurement Techniques, *Preschool Education, *Program Evaluation

Identifiers-*Project Head Start

The document, nearly half of which consists of appendixes, presents the final report on Phase II of a 2 year study to evaluate the process of mainstreaming handicapped preschool children into Project Head Start. During the second year (Phase II) of the study, baseline and posttest developmental assessments were conducted on approximately 400 Head Start handicapped children, 350 non-Head Start handicapped children, and 150 handicapped children not enrolled in any programs, in an attempt to assess the relative impact of the Head Start handicapped effort. The report covers such aspects as study design issues, measurement issues, sampling procedures, outcome variables, child/family background characteristics, program/staff characteristics, and between and within group analysis of study outcome variables. The results of two reliability substudies conducted to ascertain the degree of confidence that may be invested in data from key dependent variables are reported, and the issue of handicap severity as an important explanatory variable is discussed along with how severity was measured for the purposes of the evaluation. Classroom structures are examined along with staff characteristics (such as background, preparation, and attitudinal orientation with respect to the provision of services to handicapped children). Among the 13 appendixes are various instruments, forms, and criteria used in the study. (DLS)

ED 177 804 EC 121 263

Hall, Amanda P. Smith, Claudette
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Pub Date-78
Note-152p.; See ED 175 881-882 for other components of the PREP Program.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Basic Reading, *Concept Formation, Learning Activities, Reading Instruction, *Reading Readiness, Teaching Methods, *Visually Handicapped
Identifiers-*PREP Program

Part of the PREP Program (Preparatory Reading Program for Visually Handicapped Children), the document presents 10 units, each consisting of a picture story in large print, and emphasizing concept development rather than braille skills. Designed for use in conjunction with the program's other two components, the 10 units are aimed at visually handicapped children who are potential braille or large print readers, and cover such concepts as sensory matching, size, shape, action, position, relationships, time, configurations, and classification. Each unit is followed by a list of questions for the teacher to ask the child. (DLS)

ED 177 805 EC 121 320

Hoepffner, Nancy R. And Others

Learning Disability Resource Program for the Middle School and Junior High School. Curriculum Bulletin No. 93.

New Orleans Public Schools, La. Div. of Instruction.
Pub Date-76
Note-249p.; Appendix A (Public Law 94-142) has been removed due to poor print; Print in following appendixes may be marginally legible
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Ancillary Services, Basic Skills, *Curriculum Design, Definitions, Identification, Instructional Materials, *Junior High Schools, Language Arts, *Learning Disabilities, Legislation, Mathematics, Middle Schools, *Program Development, *Program Planning, Reading, Recordkeeping, *Resource Room Programs, Student Evaluation, Student Placement, Teacher Certification, Teaching Methods
Identifiers-Education for All Handicapped Children Act, Louisiana

Intended for junior high school learning disability resource teachers and other staff personnel, the handbook provides information on selecting and scheduling students into resource programs, establishing a resource room, developing and implementing curriculum for learning disability (LD) students, reporting the progress of students, and listing supportive services that are availble. Section I provides an overview of the LD resource program with sections on the purpose of the program, definition of LD and other terminology, purpose and content of the handbook, and program goals and objectives. A second section addresses identification, referral, evaluation, placement, and reevaluation and consultative services. Section II outlines guidelines for organizing a resource room, and provides suggestions for correlating the resource room with regular classroom instruction. A fourth section includes information on content, teaching techniques, and materials for curriculum in reading, language arts (English, spelling, handwriting), and mathematics. Subsequent sections offer information on the student progress report, staff certification, and supportive services (resources in the school system and the community, and reading lists for parents and teachers). Appended are a list of junior and senior high corrective reading materials; a list of publishers; a survival word list; a handwriting grading slip; the text of Louisiana's Act 754; sample forms; and Louisiana minimum/maximum goals for reading. (SBH)

ED 177 806 EC 121 321

Glass, Raymond M.

Positive Approaches to Managing Troubled Students: A Mini-Course. Trainer's Manual.

Maine Univ., Farmington.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jun 79

Contract-451AH60892

Note-48p.; Document prepared through the Teacher Corps Project

Available from-University of Maine, Greenville Teacher Corps Project, Farmington, Maine 04938

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives, *Behavior Change, *Behavior Problems, Elementary Secondary Education, *Inservice Teacher Education, Performance Contracts, Positive Reinforcement, Rewards, Self Concept, *Teacher Workshops

The inservice teacher workshop trainer's manual includes an abstract of the minicourse, and lists activities, handouts, and assignments for sessions on improving classroom behavior and self concept. The document is divided into four sections, each focusing on a workshop session. Workshop sessions cover the use of contracts, reward programs, and the systematic use of praise as a behavior change strategy. Among the specific topics addressed are the following: identifying six critical ingredients for changing student behavior, describing and observing problem behavior, preparing behavioral objectives, planning three types of reinforcement programs, filling out performance charts, developing learning contracts, and designing and phasing out a reward program. (SBH)

Rosewater, Ann

Minimum Competency Testing Programs and Handicapped Students: Perspectives on Policy and Practice.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.
Pub Date-Jun 79
Note-45p.
Available from-Publications Coordinator, Institute for Educational Leadership, Suite 310, 1001 Connecticut Avenue, N.W., Washington, D.C. 20036 ($2.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Compliance (Legal), *Educational Policy, Elementary Secondary Education, *Federal Legislation, Graduation Requirements, *Handicapped Children, Individualized Programs, *Minimum Competency Testing, State Programs, State Standards
Identifiers-Education for All Handicapped Children Act, Rehabilitation Act of 1973

Intended for federal, state, and local policymakers, the document looks at the actual policies and practices of local and state education agencies in carrying out their minimum competency requirements, with particular emphasis on the mandates of P.L. 94-142 (the Education for All Handicapped Children Act) and Section 504 of the Rehabilitation Act of 1973. Findings from a survey of 20 states and federal agencies and national organizations representing handicapped students are reviewed for the following areas: includsion or exclusion of handicapped students, applicability of federally required evaluation and placement standards to minimum competency programs, individualized education programs and minimum competency programs, remediation and reevaluation for handicapped students failing competency tests, and minimum competency testing as a graduation requirement for handicapped students. Listed among findings are that minimum competency programs neither universally exempt handicapped students from their testing requirements, nor assure them the opportunity to participate in programs; that several states tie minimum competency testing to high school graduation; and that local organizations of parents of handicapped children have not yet surfaced their concerns regarding minimum competency programs in any systematic way. (SBH)

ED 177 808 EC 121 329

Baker, Lynn And Others
Resource Directory.
Indiana Univ., Bloomington. School of Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Pub Date-Jul 79
Grant-G00781840
Note-154p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Attitudes, Career Education, Curriculum, Early Childhood Education, Educational Administration, Educational Legislation, Educational Programs, Federal Legislation, *Handicapped Children, Mainstreaming, Program Development, *Resource Guides, School Planning, Staff Improvement, Student Characteristics, Student Evaluation, Vocational Education

The resource directory is a compilation of approximately 300 abstracts of materials produced or used exclusively by Bureau of Education for the Handicapped funded inservice training project staffs. Each abstract contains the following information: title, physical description, content summary, subject descriptors, suggestions for use, information concerning availability (including cost when it is known), and contact person. The 16 subject headings listed in the table of contents were chosen through review of documents and by request from users. The following topics are included in the directory: mainstreaming and the law; characteristics of handicapping conditions; attitudes; assessment/evaluation of students; individual educational management; teaching techniques; curriculum; classroom management; communication; school-wide planning; staff development and coordination; use of resources, early childhood education; secondary, career and vocational education; program planning and development; training programs; and resource directories. (Author/PHR)

ED 177 809 EC 121 330

Christiansen, Jeanne

Developing Individualized Learning Activities for Students with Learning Disabilities: A Mini-Course. Trainer's Manual.

Maine Univ., Farmington.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-79

Contract-451AH60892

Note-38p.; For related material, see EC 121 331 ; Document prepared through the Teacher Corps Project

Available from-University of Maine, Greenville Teacher Corps Project, Farmington, Maine 04938

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Education, Behavioral Objectives, Change Strategies, *Course Descriptions, Identification, *Individualized Programs, *Inservice Teacher Education, *Learning Disabilities, Mainstreaming, Material Development, Needs Assessment, Program Development, *Short Courses

The trainer's manual was written for use with teachers in the field and provides guides for teaching a mini-course in developing individualized learning activities for students with learning disabilities. There are four sessions outlined, each having an overview of the goals, activities, materials, and time for the session; an outline of topic to be covered; and handouts for use in the session. A syllabus is provided in session 1. It is explained that the course is designed to provide the participant with a systematic approach to identifying and solving instructional problems posed in the regular classroom by learning disabled children. Specific concerns are surveyed including: (1) developing precise behavioral objectives, (2) using objectives to pinpoint academic needs, (3) selecting and implementing program modifications relevant to specific academic problems, and (4) developing materials where program modifications cannot be used. (Author/PHR)

ED 177 810 EC 121 331

Christiansen, James

Criterion Referenced Assessment: A Mini-Course. Trainer's Manual.

Maine Univ., Farmington.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-79

Contract-451AH60892

Note-39p.; For related material, see EC 121 330 ; Document prepared through the Teacher Corps Project

Available from-University of Maine, Greenville Teacher Corps Project, Farmington, ME 04938

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Course Descriptions, *Criterion Referenced Tests, *Educational Diagnosis, Identification, *Inservice Teacher Education, *Learning Difficulties, *Measurement Techniques, Student Evaluation, Test Construction

The trainer's manual was written for use with teachers in the field and provides guides for teaching a mini-course on cirterion referenced assessment of children with learning difficulties. There are four sessions outlined, each having an overview of participant goals and trainer activities and a list of objectives for the session. A syllabus is provided in session 1. It is explained that the objectives for the course are the development of the ability to determine specific learning needs of students who demonstrate a variety of learning difficulties. Participants will examine the usefulness of criterion referenced assessment procedures and become acquainted with basic principles and techniques for assessing academic skills. Then participants will select one academic area, devise a criterion referenced test, administer the test to one or more students and identify specific learning needs and objectives based on the test results. (Author/PHR)

ED 177 811 EC 121 332

Teaching/Learning Guide: Level I.
Carbon - Lehigh Intermediate Unit, Schnecksville, Pa.
Pub Date-78
Note-98p.; For related information, see EC 121 333-334.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Cognitive Development, Communication Skills, Daily Living Skills, *Developmental Stages, Emotional Development, *Handicapped Children, Language Development, Motor Development, Self Care Skills, Sequential Learning, *Skill Development, Social Development

The manual presents sequences of skills designed for use as guides to teaching/learning objectives and as a basis for evaluating and recording special education students' progress. It is explained that the goal of the first level of objectives (sequenced in this document) is to enable the student to function at a motor/psychomotor state of development. Skills are listed sequentially and grids are presented for recording student progress in the following areas (sample subtopics in parentheses): communication and cognition (receptive and expressive language); motor development (gross and fine motor); self help skills (feeding-drinking, dressing, toileting, washing and bathing, oral hygiene, and nasal hygiene); social-emotional skills; readiness (communication and cognition, motor development, and social-emotional behavior). Among nine appendixes are two survival word lists and information on how time concepts, verb usage, and tenses develop. (CL)

ED 177 812 EC 121 333

Teaching/Learning Guide: Level II.
Carbon - Lehigh Intermediate Unit, Schnecksville, Pa.
Pub Date-78
Note-139p.; For related information, see EC 121 332-334
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Behavioral Objectives, Classification, *Communication Skills, Comprehension, Grammar, *Handicapped Children, *Language Arts, *Language Development, Listening Skills, Readiness, Reading, Sequential Learning, Speech Skills, Study Skills, Syntax, Vocabulary Development

The second of three skill sequence manuals for special education students considers the development of language arts. Objectives are listed sequentially for the following major areas (sample subcategories in parentheses): classification (listening/speaking, sorting, grouping); comprehension (affective, factual recall, following directions, integrating, and problem solving); readiness (alphabet/numerals, auditory skills, general, visual skills); sequencing; social skills; study skills; syntax and grammar; vocabulary; and word attack (contextual, phonetic, structural analysis). Skills are also broken down for listening and speaking, reading, and writing (handwriting, spelling, grammar and composition). Nearly one-half the document is composed of 10 appendixes, including a mathematics screening checklist and teaching/learning guide. (CL)

Teaching/Learning Guide: Level III. Pre-Vocational and Practical Life Skills. Draft Copy.

Carbon - Lehigh Intermediate Unit, Schnecksville, Pa.
Pub Date-78
Note-63p.; For related information, see EC 121 332-333. Contains some small print
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adjustment (to Environment), Banking, Behavioral Objectives, Budgeting, Consumer Education, *Daily Living Skills, Family Relationship, Food, *Handicapped Children, Home Economics Skills, Home Management, Individual Power, Interpersonal Competence, Leisure Time, Mental Health, Money Management, Practical Arts, *Prevocational Education, Recreation, Safety, Skill Development, Transportation, Vocational Adjustment

The third of three guidelines for teaching sequential skills to handicapped children focuses on prevocatonal and practical life skills. Objectives are listed for the following areas (sample subcategories in parentheses): application forms (driver's permit, social security benefits); banking; buying (supermarket skills); budgeting; food preparation and serving; shelter; utilities; clothing; household chores; leisure time/recreation; transportation; family relationships; insurance; taxes; use of tools; careers; getting a job; keeping a job; communications (use of telephone and newspapers); enrichment (literary/fine arts); consumer protection; independence and mobility; preserving the environment; law and order; government; mental health; physical health; safety; and social interaction. (CL)

McKay, Elizabeth R.

The Development of a Plan for Institutional Compliance with Section 504 of the Rehabilitation Act of 1973.

Nova Univ., Fort Lauderdale, Fla.

Pub Date-78

Note-209p.; A Major Applied Research project presented in Partial Fulfillment of the Requirements for the Degree of Doctor of Education, Nova University

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Community Involvement, *Compliance (Legal), *Evaluation, *Federal Legislation, *Handicapped, Higher Education, Program Development

Identifiers-*Vocational Rehabilitation Act (Section 504), *William Rainey Harper College

The dissertation presents a plan for the compliance of William Rainey Harper College with Section 504 of the Rehabilitation Act of 1973. Chapter 1 discusses the background and significance of the plan and identifies major issues (such as the institution's commitment to nondiscrimination of the handicapped), defines terms, and cites limitations and assumptions. Chapter 2 reviews the related literature on institutional accessibility. In Chapter 3 the procedures for implementation are outlined including notification of program accessibility, the transition plan, self evaluation methodology, a summary of implementation, and a community evaluation. Findings and recommendations are detailed in Chapter 4. Among findings listed are physical changes needed in areas such as stairwells and door openings. Over two-thirds of the document consists of a bibliography and appendixes including a copy of the transition plan, and information on the self evaluation and community evaluation procedures. (PHR)

ED 177 815 EC 121 387

Levinson, Marlene

Working Toward Therapeutic Goals in a Residential Treatment Center for the Mentally Handicapped.

Pub Date-Oct 78
Note-27p.; Paper presented at the American Art Therapy Association Annual Conference (9th, Los Angeles, CA, October 25-29, 1978)
Available from-American Art Therapy Association, 428 E. Preston Street, Baltimore, Maryland 21202 (Query price, in Proceedings from the Art Therapy Association)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Art, *Art Activities, *Art Therapy, Behavioral Objectives, Emotional Development, *Emotionally Disturbed, *Mentally Handicapped, Multiply Handicapped, Perceptual Development, Therapy

An art therapist describes her work with sixty residents (6-35 years old) in a treatment center for mentally handicapped and emotionally disturbed persons. The author discusses definitions, translations, and therapeutic approaches of art therapy. Goals are listed for each approach, and the planning of art activities to meet these goals is addressed. The author then details art activities based on specific goals which apply to each approach. Descriptions of the activities include information on population, background, primary goal, secondary goals, setting, materials, assessment, and future therapeutic planning. It is explained that a selection of an approach is based on student reaction to the art materials, student involvement with the material, and student expression of feelings (verbal or nonverbal) through their art work. Goals are seen to fall into behavioral (responding and trusting, reacting and changing, learning and participating, planning and producing); developmental (perceptual motor and fine motor development); and emotional areas (building out, revealing, and integrating). (CL)

Riley, Shirley

Techniques of Adolescent Art Therapy.

Pub Date-Oct 78

Note-9p.; Paper presented at the American Art Therapy Association Annual Conference (9th, Los Angeles, California, October 25-29, 1978)

Available from-American Art Therapy Association, 428 E. Preston Street, Baltimore, Maryland 21202 (Query price, in Proceedings for the Art Therapy Association)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, *Art Therapy, Emotional Development, *Emotionally Disturbed, Psychological Patterns, Student Attitudes, Therapy

An art therapist working with disturbed adolescents discusses approaches toward dealing with their resistance to treatment. She explains that the method which seems most successful is one that accepts resistance as developmentally appropriate and she suggests that the resistance should be joined rather than interpreted as such. Other suggestions made include preparation for group art therapy by stressing the use of art as an expressive vehicle in family or individual sessions; use of metaphorical communication in directives; and pictorially working through the adolescents' morality and criticism of adults. (CL)

ED 177 817 EC 121 389

Mayhew, Nancy

Art Therapy-Expanding Horizons. The Practice of Art Therapy in a Special Education Setting.

Pub Date-Oct 78
Note-16p.; Paper presented at the American Art Therapy Association Annual Conference (9th, Los Angeles, California, October 25-29, 1978); Parts are marginally legible
Available from-American Art Therapy Association, 428 E. Preston Street, Baltimore, Maryland 21202 (Query price, in Proceedings from the Art Therapy Association)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aphasia, *Art Activities, *Art Therapy, Aurally Handicapped, Autism, Behavior Problems, Elementary Secondary Education, *Handicapped Children, Learning Disabilities, Mentally Handicapped, Physically Handicapped, Student Characteristics

An art therapist addresses the issue of art therapy within the public school system. She describes her involvement within a cooperative special education program in which she provides direct individual and group therapy as well as consultation to regular class teachers. She reviews methods, materials, and approaches she has used in working with physically handicapped, learning disabled, behavior disordered, autistic, aphasic, hearing impaired, and mentally retarded children. Flexibility is suggested to be the key for an art therapist working in the public schools. Descriptions of art therapy with the specific handicapping conditions also include information on typical student

characteristics and reactions to the art activities. (CL)

ED 177 818 EC 121 405

PKU and the Schools: Information for Teachers, Administrators and Other School Personnel.

Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.
Report No.-HSA-79-5233
Pub Date-79
Note-14p.; Prepared by the Writing Committee for the Collaborative Study of Children Treated for Phenylketonuria
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Clinical Diagnosis, *Dietetics, *Eating Habits, Elementary Secondary Education, *Nutrition, Parent Role, *Parent Teacher Cooperation, *Special Health Problems, *Teacher Role
Identifiers-*Phenylketonuria

Designed to acquaint teachers, administrators and other school personnel with phenylketonuria (PKU - an inborn error of metabolism which requires dietary intervention), the booklet reviews school problems related to the condition. Introductory information concerns the nature, treatment, and screening and diagnosis of PKU. Diet management is discussed, and the role of school personnel in maintaining the diet is explained. The parents' part in informing the school of their child's condition is stressed. Briefly touched on are the PKU child's emotional needs to be treated as much like non-PKU children as possible, and the finding that treated PKU children have no different educational needs compared to non-PKU children. A resource section lists eight related written materials. (CL)

ED 177 819 EC 121 406

Peckens, Gloria

The History of Care for the Low-Incident Handicapped in the Territory of Guam: Is There a Necessary Development Change in the Delivery of Special Education Services?

Pub Date-78

Note-11p.; Paper presented at Special Education in Transition, An International Symposium on Special Education (Taiwan, January 23-28, 1978)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Changing Attitudes, Discriminatory Attitudes (Social), Educational Trends, *Foreign Countries, *Handicapped, *Social Attitudes, Student Placement, Trend Analysis

Identifiers-*Guam

A brief history of care for handicapped individuals on Guam is traced from early refusal to acknowledge their existence, to their increased visibility and current efforts toward least restrictive placement for education and care. It is explained that societal attitudes toward the handicapped in Guam are characterized by pity, neglect and repulsion which result in hiding them either in the home or in large residential institutions. Three conclusions are drawn: 1) the community must be ready for changes to occur; 2) the attitudinal change can be quickened by intensive public education efforts; and 3) transition to the least restrictive delivery of services will occur only when and to the degree that the general population is ready. (CL)

ED 177 820 EC 121 458

Morris, Richard J.

Ethical Standards and Behavior Modification Research in Institutions for Retarded People.

Pub Date-Aug 78

Note-18p.; Paper presented as part of a symposium entitled The Impact of Current Policies on Research in Rehabilitation Settings,'' at the American Psychological Association (86th, Toronto, Ontario, Canada, August 1978)

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Change, Civil Liberties, *Codes of Ethics, Ethics, Facility Guidelines, Institutionalized Persons, *Mentally Handicapped, *Operant Conditioning, Research Methodology, *Research Problems

Identifiers-Informed Consent, Syracuse Development Center

Guidelines (established at the Syracuse Development Center) for conducting human research with institutionalized mentally retarded persons are discussed, particularly in relation to research in behavior modification. After a literature review, the five step procedure suggested by the Center is listed with such steps as submitting a proposal which identifies benefits and risks and obtaining written informed consent from the subjects, parents, or legal guardians. The difficulty of determining what constitutes subject informed consent and the possibility that parents or guardians may not always be acting in the best interests of their children has led to guidelines requiring (1) that permission also be obtained from the facility's Human Rights Committee and (2) that no S ever be forced to participate in a study even though appropriate consent was obtained. Other issues addressed include obtaining consent from no-treatment control subjects, the use of aversive conditioning methods, and fear research. Appended are forms required at the Center in the research approval process. (PHR)

ED 177 821 EC 121 459

Hartnett, John J.

EMR Behavioral Curriculum and Student Record.

Wayne - Finger Lakes Board of Cooperative Educational Services, Stanley. N.Y.
Pub Date-79
Note-134p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Budgeting, *Daily Living Skills, Educational Objectives, Elementary Secondary Education, *Handicapped Children, Health, Hygiene, Individualized Programs, Interpersonal Competence, Job Skills, Language Development, Mathematics, Money Management, Reading Instruction, Safety, Science Instruction, Sex Education, *Skill Development, *Student Evaluation, Study Skills, Vocational Adjustment
Identifiers-*Personal Independence

Intended for use as a curriculum guide, a source for objectives for the individualized educational plan, and an evaluation instrument to measure handicapped students' learning, the guide lists sequences of developmental tasks. Tasks are outlined for primary, intermediate, and secondary levels in the following areas (sample subskills in parentheses): reading (readiness, decoding, comprehension, study skills, language arts); mathematics (basic facts, money, time, measurement, calculators, metrics); health (personal care needs, clothing, drug knowledge); safety (traffic signals, first aid); sex education; science (body systems, energy sources); social skills; life skills (basic cooking); vocational reading (newspapers, application blanks); vocational math (taxes, banks, budgeting); and vocational preparation (on the job skills). (CL)

ED 177 822 EC 121 460

Tymchuk, Alexander

Evaluation of Dubnoff Center's Outreach Program 1977-1978. Final Report, 31 August, 1978.

California Univ., Los Angeles.

Pub Date-31 Aug 78

Note-191p.; Parts marginally legible

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Academic Achievement, Early Childhood Education, Exceptional Child Research, *Handicapped Children, *Individualized Programs, Infancy, Intelligence Quotient, *Parent Education, Preschool Education, Program Effectiveness, *Program Evaluation, *Teacher Role

The final report examines the 1977-78 accomplishments of the outreach program at the Dubnoff Center, which served 44 handicapped infants and preschool children. The program is explained to remediate children's developmental delays while preventing additional problems and to train parents to be effective advocates for their children. Goals and achievements are addressed regarding the children (referral, evaluation, program development, intervention, and program effects on IQ and MA). Sample parent questionnaires on child development, handicapped conditions, attitudes, resources, and self concept are included. A section on the program's involvement with teachers includes questionnaires on normal child development, social learning, and attitudes. Nearly one-half of the document is composed of appendixes, including information on the project's videotape coding system and a detailed analysis of the individual educational program process by A. Tymchuk, A. Dahlman, and I. Mcoring. (CL)

ED 177 823 EC 121 461

Minar, Virginia, Comp. And Others

Expressive Therapies, the ARTS and the Exceptional Child. (An Annotated Bibliography).

West Allis Joint City School District 1, Wis.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Report No.-566AH70299

Pub Date-Jun 78

Grant-G007700736

Note-173p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Aesthetic Education, *Art, Art Therapy, Bibliographies, Creative Expression, Creative Writing, Dance, Dance Therapy, Drama, Elementary Education, *Handicapped Children, Music, Music Therapy, Poetry, Role Playing, Self Expression, *Teaching Methods

The annotated bibliography lists approximately 500 citations (1967-1978) regarding the arts and exceptional children in preschool through grade 8. It is explained that the bibliography was designed to provide concrete material and ideas for teachers and therapists working with exceptional children in mainstreamed, resource room, or special class settings. Entries include author, title, publisher, date, and a brief annotation along with information on category (population or program types), service level (ages or grades), and users (basic, general or advanced). Citations are arranged according to the following categories: art, art therapy, arts and crafts; music, music therapy, rhythmics; dance, dance therapy, movement; drama, psychodrama, role playing; poetry, poetry therapy, bibliotherapy, and creative writing; and general sources on arts related developmental sequences, multidisciplinary approaches to self expression, and exceptional education curriculum incorporating the arts. (CL)

ED 177 824 EC 121 573

Schoepke, JoAnn M.

Lifelong Career Development Needs Assessment Study. Working Paper No. 3. Lifelong Career Development Project.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jul 79
Grant-OEG-00-78-1844
Note-95p.
Available from-University of Missouri-Columbia, LCD Project, Department of Counseling and Personnel Services, College of Education, 223 S. Fifth Street, Columbia, MO 65211 ($2.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adjustment (to Environment), Adults, Aurally Handicapped, Cerebral Palsy, *Community Colleges, *Daily Living Skills, Employment, Epilepsy, Exceptional Child Research, Interpersonal Competence, Mentally Handicapped, Multiply Handicapped, *Needs Assessment, Occupational Choice, *Occupational Guidance, Physically Handicapped, *Severely Handicapped, Visually Handicapped

The report presents findings from needs assessment studies conducted in three community college areas to examine the extent to which 161 severely handicapped adults in seven disability groups (orthopedic, visual, hearing, mental retardation, epilepsy, cerebral palsy, and multiple handicapping conditions) have acquired 22 life centered competencies (daily living skills, personal-social skills, and occupational guidance and preparation). In addition to survey results of the disabled individuals, findings from interviews with their relatives, representatives of agencies serving the disabled, community college faculty and staff, and employers are discussed. Data are anlayzed for each of 10 research questions, including proficiency levels of each disability group for each competency, employment status, differences between disabled persons and their relatives' perceptions of their competencies, barriers to attaining personal and career goals, and attitudes of community college faculty and area employers toward the disabled. Among findings summarized are that persons with multiple handicaps and persons with mental retardation reported less ability to perform the competencies than other groups; 64% stated that they would like to receive further training; relatives' perceptions tended to confirm the self reports of the disabled concerning career development competencies; and attitudes of others were noted as barriers to goal achievement by the disabled and their relatives. (CL)

ED 177 825 EC 121 574

Shaw, Mollie

A Right and Not a Privilege.

New York City Mayor's Office for the Handicapped, N.Y.

Pub Date-Sep 79

Note-65p.; A Report on New York City's Mayor's Office for the Handicapped.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Child Advocacy, *Civil Liberties, Federal Legislation, *Handicapped Children, Program Development

Identifiers-*Mayors Office for the Handicapped, New York City, *Rehabilitation Act of 1973 (Section 504)

The author reviews the history, philosophy, and administrative organization of New York City's Mayor's Office for the Handicapped (MOH). The office's bill of rights is set forth and its activities in advocacy, particularly for physically handicapped people are recounted. The beginnings of the MOH are traced from reactions to a 1967 order to ban parking in the midtown area with no exceptions made for handicapped drivers. Building blocks of the office are explained to include special projects and working committees, referral and followup, legislation and grant efforts, and fact finding and public information. The MOH's achievements and limitations are discussed. Future efforts and implications of Section 504 of the Rehabilitation Act of 1973 are considered. (CL)

ED 177 826 EC 121 575

Fehrle, Carl C. Brown, Sharon A.

A Guide for Parents of Gifted Children.

Missouri Univ., Columbia. Program of Continuing Professional Education.

Report No.-UED-51-9/78/5M

Pub Date-78

Note-24p.

Available from-Publications, 206 Whitten Hall, University of Missouri, Columbia, MO 65201 ($0.50 plus 3% sales tax, make checks payable to the University of Missouri)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Gifted, *Parent Role, *Student Characteristics, *Talented Students, *Talent Identification

Identifiers-Parent Resources

The booklet presents information for parents of gifted and talented children. Topics addressed include the following: identification (early development, intellectual traits, language and academic skills, interests, and social and individual characteristics); parents' role in the education of their gifted/talented children; ways to encourage the children's unusual talents; potential educational and social problems encountered by gifted/talented children; and support sources for parents. (CL)

ED 177 827 EC 121 576

Grosek, Robert J.

The Use of Clinical Impression in Diagnosis. Technical Report 79-07.

Broome Developmental Center, Binghampton, N.Y.
Pub Date-79
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Clinical Diagnosis, Exceptional Child Research, *Informal Assessment, *Mentally Handicapped, *Psychologists, Young Adults

Three psychologists participated in an examination of the consistency and accuracy of subjective diagnoses of 20 institutionalized mentally retarded young adults and adults. The psychologists' informal ratings of the Ss' degree of retardation (mild, moderate, severe, profound) were correlated with one another and with the retardation levels as determined by the administration of the Broome Functional Behavior Checklist by direct care staff on the wards. Results indicated that the ratings of the psychologists were smilar to one another (average correlation .84), but their ratings were much less in agreement with the checklist than with themselves. The psychologists tended to see the populaton as equally represented by each category of retardation, perhaps matching some internal expectation. Findings suggested that the psychologists were able to use subjective criteria to differentiate among gross differences in retarded individuals, but were unable to diagnose retarded individuals as accurately as the objective checklist. (CL)

Educational Methods for Deaf-Blind and Severely Handicapped Students. Volume III.

Texas Education Agency, Austin. Div. of Special Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Aug 79
Note-166p.; For related information, see EC 120 114 for Volume I and EC 120 743 for Volume II.
Pub Type- Collected Works - Proceedings (021) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Affective Behavior, *Communication Skills, *Deaf Blind, Elementary Secondary Education, Emotional Development, Evaluation Methods, *Family Programs, *Individualized Programs, Language Development, Multiply Handicapped, Parent Counseling, Parent Participation, *Prevocational Education, Severely Handicapped, Social Development, *Student Evaluation

Fourteen author-contributed papers from a series of 1978 workshops focus on educational strategies for deaf-blind and severely handicapped students. Four papers (The Child-Centered Educational Process for Deaf-Blind Children'' by L. Frank; Issues in Assessment'' by R. Condon; Assessing Multihandicapped Visually Impaired Children'' by J. Jones; and Functional Psychoeducational Assessment Procedures for the Severely Handicapped'' by B. Langley) address the topics of assessment and individual education plan development. Family Services is the focus of papers by M. Mei-ton Yu (Parent Involvement''); B. McWilliams (Counseling with Parents of Handicapped Children''); M. Fraser Developing a Parent Involvement Program in an Education Agency: A Structural Model''); and J. Gray (Rights of Parents''). S. Hupp considers the social/emotional aspect in The Development of Affective Relationships and Social Skills in Deaf-Blind Students.'' A Cognitive Approach to Prevocational and Daily Living Skills Training: Rationale and Implementation'' by C. Ficociello and Prevocational Programming at the Deaf-Blind Annex, Texas School for the Blind'' by A. Wade review vocational skills. Concluding the document are three papers on communication: Q: Why Do Children Acquire Language? A: Just Because'' by G. Branigan; Social Interaction: A Perspective for Interpretation of Early Communication for the Deaf-Blind Child'' by A. Repp; and The Use of Movement to Develop Body Schemes, Organization and Communication in Deaf-Blind Children'' by K. Daniels. (CL)

ED 177 829 EC 121 598

The Story of T.A.G.S.

Alice Independent School District, Tex.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 77
Note-93p.; For related information, see EC 121 599.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, *Gifted, Independent Study, Parent Role, Principals, *Program Development, Program Evaluation, Secondary Education, *Talented Students, Talent Identification, *Teacher Role

The guide describes the development and first year implementation of a program for talented and gifted secondary students. Addressed are the following topics (sample subtopics in parentheses): project history (objectives, initial workshops); teacher selection; teacher role and function (self evaluation); principal's role; the counselor's role; community mentors (local business and professional people); resources and facilities; direct instruction (lesson summaries, classroom resources); independent study projects; student conferences; parental involvement (parent teacher cooperation); information dissemination; consultants; budget; and evaluation (scores on verbal pre- and posttests of the Torrance Tests of Creative Thinking). Among results noted are that leadership experiences were provided and the students' self concept was improved; that students developed the ability to set long and short range goals and plan weekly to attain them; and that the teachers became more aware of gifted and talented students' needs and characteristics. Recommendations are made for student selection, curriculum, grading and recordkeeping, public relations, and evaluation. (CL)

ED 177 830 EC 121 599

Independent Study Projects Guide. Talented and Gifted Students, Number 2.

Alice Independent School District, Tex.
Pub Date-Aug 77
Note-326p.; For related information, see EC 121 598. Best copy available
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Art, Art Activities, Drama, English, *Gifted, *Independent Study, *Learning Activities, Mathematics, Music, Sciences, Secondary Education, Social Studies, *Talented Students, Vocational Education

Intended for secondary student use in the Talented and Gifted Students Program, the guide lists independent study activities in eight areas. It is explained that areas not usually covered in traditional courses of study are included to encourage indepth and open ended exploration of special interests, and that the projects focus on enhancing higher cognitive precesses analysis, synthesis, and evaluation. Information on time required, performance objectives, learner outcomes, and grade level is listed along with a description of the activities and resource suggestions for the following eight areas (sample activities in parentheses): art (free form sculpture, ceramics, relief collage); English (genealogy, science fiction, creative writing, use of reference materials); drama (period costuming, sound and light); mathematics (geometric designs in homes, stock market, the computer); music (recording techniques, madrigal music, acoustics); science (metric system, volcanoes, salt water aquarium); social studies (genealogy, current events, job opportunities in law enforcement); and vocational education (computer use, room decoration, self defense, marriage, home repair service). (CL)

ED 177 831 EC 121 600

Berkan, William A.

Implementation Plan and Procedures for Boarding Home Programs: A Resource Manual.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-WSDPI-Bull-7180
Pub Date-Nov 76
Contract-OEC-0-74-7900
Note-56p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Boarding Homes, Elementary Secondary Education, *Handicapped Children, Parent Role, Referral, Residential Programs, *State Programs, State Standards, Student Placement
Identifiers-*Wisconsin

The manual specifies policies and procedures for implementing Wisconsin's boarding home programs, in which handicapped children live during the week in a home close to appropriate special education classes and return to their own homes on the weekend. Covered are guidelines for the following aspects: legal basis for the program, referral procedure, role responsibilities (parent, boarding parent, special educator, boarding home supervisor, and consultant); placement procedures (sample forms, preplacement visits); inservice training and consultation; and major problems (transportation, payment for weekend care, discipline, recruitment, teacher involvement, independent placement, children with behavior problems, multihandicapped children, concurrent use of homes for foster and boarding care, liability of agency and boarding home parents, number of children allowable, use of boarding home parents who retire, and selection criteria of boarding home parents). (CL)

ED 177 832 EC 121 601

District Guidelines: Programs for the Gifted and Talented. Revised.
Birmingham City School District, Mich.
Pub Date-May 79
Note-32p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academically Gifted, Creativity, Elementary Secondary Education, *Gifted, Inservice Education, Leadership, *Program Development, *Talented Students, *Talent Identification
Identifiers-*Birmingham Program for the Gifted and Talented MI

The document outlines characteristics of the Birmingham (Michigan) Program for the Gifted and Talented, a program which serves elementary and secondary level students capable of high performance, demonstrated achievement, and/or potential ability in any of the following areas, singly or in combination general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts. Sections address the following program components: inservice prior to implementation; elementary and junior high identification procedures (prescreening procedures, nomination procedures, screening procedures, selection procedures); secondary screening procedures; and program operation (general pattern, time, grouping, continuation activities, personnel, facilities, materials and equipment, the Enrichment Triad Model, community resources, outlets for the communication of creative work, program evaluation). Sample forms and checklists make up the remainder of the document. (SBH)

ED 177 833 EC 121 602

Carroll, Thomas G. And Others

What Does the School Psychologist Do? An Ethnographic Study of Role Transformation During Organizational Change. Final Report.

Clark Univ., Worcester, Mass. Dept. of Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 78
Grant-NIE-G-78-0038
Note-72p.

Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Compliance (Legal), Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Mainstreaming, *Role Perception, *School Psychologists, *State Legislation, *Teamwork
Identifiers-Chapter 766, *Massachusetts

A 1 year ethnographic study was conducted to investigate the possibility and better understand the process of role transformation of the school psychologist during organizational change, specifically regarding the delivery of mainstream services to special needs children under Chapter 766 (Massachusetts' law which mandates procedural safeguards and team delivery of educational services for handicapped students). To collect and analyze data, a team of investigators trained in ethnographic methods was used. In response to mainstreaming legislation, school psychologists assumed one of two roles: child advocate or member of the school's staff. Child oriented psychologists worked effectively in schools with low structure, participative organizations where they met with staff on a one to one basis to develop program changes in response to the child's needs. School oriented psychologists were found to be effective in high structure, bureaucratically organized schools where they work with the staff as a team to serve the child through existing school programs. Other findings included that despite the mainstreaming legislative mandate to use collaborative team organization in special needs cases, many teams continue to function in accord with bureaucratic principles. (Author/SBH)

ED 177 834 EC 121 603

Gelles, Richard J.

Final Report on Defining and Classifying Cases of Child Abuse in Rhode Island.

Rhode Island Univ., Kingston.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date- Sep 79

Grant-90-C-425

Note-124p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Child Abuse, Counselors, *Definitions, Elementary Education, *Identification, Labeling (of Persons), Physicians, Police, Principals, *Professional Personnel, Social Workers, *State Surveys

Identifiers-*Rhode Island

A questionnaire survey of 565 professionals in seven occupational and organizational contexts (physicians, psychiatrists, elementary school counselors and principals, public and private social workers, and police officers) in Rhode Island was undertaken to investigate the process by which child abuse is defined and identified. In addition to the structured questionnaire, informal, unstructured interviews were conducted with 79 professionals who had reported at least one case of child abuse in 1975. Findings indicated that: (1) there is not one, uniform accepted (or acceptable) definition of child abuse used by a majority of professionals who encounter cases of child abuse; (2) definitions of abuse vary among professional groups; (3) the process by which cases are identified and labeled child abuse'' varies, and varies by professional group; and (4) the definitions of abuse and labeling processes employed by professional groups mean that two types of errors in case diagnosis are going to be made some cases of child abuse will be incorrectly diagnosed as not abuse,'' while cases which are not abuse will be incorrectly labeled child abuse.'' Tables with statistical data and a copy of the survey instrument are included. (Author/SBH)

ED 177 835 EC 121 664

Assessment of Educational Programs in State-Supported and State-Operated Schools. Final Report.
Rehab Group, Inc., Arlington, Va.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-20 Sep 79
Contract-300-77-0473
Note-163p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Compliance (Legal), Delivery Systems, Elementary Secondary Education, Exceptional Child Research, *Federal Aid, *Federal Legislation, Financial Support, *Handicapped Children, Program Administration, *State Programs, State Standards
Identifiers-*Public Law 89 313

The document provides results of a study investigating implementation in 15 states of P.L. 89-313, an amendment to the Elementary and Secondary Education Act of 1965 which extends entitlement for Title I grant support to state agencies that operate or support schools serving handicapped children. Major areas of inquiry include a review of administration procedures, program standards, program financing, and education and related services for institutionalized and noninstitutionalized handicapped children. Part I provides background information with chapters covering legislation and administration of P.L. 89-313, previous evaluation efforts, and study purpose and methodology. Part II focuses on results of state agency assessment, while Part III presents results of a survey of state operated and state supported schools. Listed among major findings are that the administrtive structure in the State Education Agencies has changed so as to place more importance on the total special education program; that the states have standards of quality which meet or surpass federal requirements; that due to deinstitutionalization, the less severely handicapped are being served in local education agencies; and that the majority of states report an increase in state funding allocations for special education occurring during the past 5 years. Recommendations include that federal funding to meet the special education needs of children and youth in state operated and state supported schools be continued. (SBH)

ED 177 836 EC 121 667

Frith, Greg
Exceptional Child Education in Alabama: The State of the Art.
Jacksonville State Univ., Ala.
Pub Date-79
Note-20p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adapted Physical Education, Aurally Handicapped, Certification, Child Advocacy, Delivery Systems, Educational Diagnosis, Educational Facilities, Elementary Secondary Education, Emotionally Disturbed, Financial Support, Gifted, *Handicapped Children, Individualized Programs, Labeling (of Persons), Learning Disabilities, Mainstreaming, Mentally Handicapped, Multiply Handicapped, *Needs Assessment, Post Secondary Education, Preschool Education, Program Planning, Speech Handicapped, *State Programs, Student Placement, Teacher Education, Transportation, Visually Handicapped, Vocational Education
Identifiers-*Alabama

The monograph describes the progress that has been made in exceptional child education in Alabama during the last decade and addresses needed areas of improvement. Brief sections focus on the following items: financing special education programs, instructional programing in local education agencies, individualized education plans, diagnosis of exceptional children, teacher education, certification, least restrictive environment, vocational education, facilities, advocacy organizations, labeling, service delivery model, adapted physical education, regular education/special education interaction, transportation, gifted and talented speech, multihandicapped, mental retardation, learning disabilities, emotional conflict, deaf and blind, preschool education, and post school programing. (SBH)

ED 177 837 EC 121 668

Deich, Ruth F. Hodges, Patricia M.

Nonvocal Communication for Nonverbal Retarded Children. Final Report.

California Univ., Los Angeles. Dept. of Psychology.; Institute for Research in Human Growth, Claremont, Calif.

Pub Date-78

Grant-G007603152

Note-70p

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adolescents, Attention Span, Childhood, Communication Problems, *Custodial Mentally Handicapped, Exceptional Child Research, Mentally Handicapped, *Nonverbal Communication, *Symbolic Learning, *Trainable Mentally Handicapped

Twenty-eight moderately and profoundly retarded children (9 to 17 years old) on one unit of a center for the developmentally disabled were taught a nonvocal symbol system based on that developed by D. Premack. Children varied in speech level from totally nonverbal to some who had simple language skills. The symbol system used a behavioral approach involving plastic shapes to represent words of varying degrees of abstractness. A prior pilot study (N 8) had shown that retarded Ss could learn such a nonvocal system. The present study showed that this larger group could also learn, although rate of learning was considerably slower, and amount learned was lower, when Ss' mental ages were at 2 years or below. Twenty-five slow learners with mean mental age of 1.9 learned an average of 10 words over a 6 month training period. Of this group, 13 also learned one and two word sentences, involving verbs. Three fast learners, with mean mental ages about 6 years, learned significantly more words and also combined these words into sentences up to nine words long. Matched control groups of 10 Ss each, on the same and different units, were given equal time, one-to-one interaction, and the opportunity to manipulate analogous material. Neither control nor training groups showed differences pre- and posttraining on IQ, MA, or vocalization. However, attention span increased significantly for the training group and decreased significantly for the controls. It was concluded that although there were wide individual differences in learning rate and amount, a nonvocal symbol system can be helpful to permit at least minimal communication where no other mode exists and no other approaches have been feasible. (Author)

ED 177 838 EC 121 669

Rittenhouse, Robert K.
Deaf Children's Judgments on Conservation Problems of Liquid, Matter, Weight and Volume: A Pilot Study.
Illinois State Univ., Normal.
Pub Date-79
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aurally Handicapped, Children, *Cognitive Development, *Concept Formation, *Conservation (Concept), *Deaf, Exceptional Chil Research, Language Development
Identifiers-Piaget (Jean)

Twenty-four profoundly deaf children (7 to 13 years old) from a residential school were presented with conservation problems of liquid, matter, weight, and volume. Analyses of variance showed that age was significant beyond the .01 level and type of task (conservation) at the

.25 level. No significant sex effect was found. Differences among means were computed and suggested the following order of acquisition: volume-matter-weight-liquid. This order was in disagreement with the order established by J. Piaget with nonhandicapped children; and, in regard to volume, significantly different from the order established by Affolter with deaf children. The developmental reversal of both liquid and volume, the two forms which are acquired approximately 5 years apart in hearing children, seriously weakens H. Furth's position that deaf and hearing children do not essentially differ regarding cognitive development and his argument regarding the relationship of language and cognition during the concrete operational stage of development. (Author)

ED 177 839 EC 121 670

Hoben, Mollie And Others
Integration of Vision Impaired Students and Hearing Impaired Students in Regular Classrooms: A Report of Research.
Hennepin Technical Centers, Minneapolis, Minn.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-79
Grant-33-78-3065
Note-195p.; RIM: Reducing Isolation in the Mainstream Title IV-C
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Aurally Handicapped, *Demography, Elementary Secondary Education, Interviews, *Mainstreaming, Observation, Peer Relationship, *Self Concept, Social Development, *Student Characteristics, Teacher Attitudes, *Visually Handicapped
Identifiers-Minnesota (Minneapolis), Project RIM

The report presents results of the first year of a Minneapolis Project, RIM (Reducing Isolation in the Mainstream), whose goals are: to expand and refine knowledge of the variables critical to personal and social growth of sensorially handicapped children in the mainstream, and to use this knowledge to provide appropriate support services for the social and personal development of mainstreamed handicapped children. During the first year RIM undertook five information gathering activities: (1) demographic description of the students, (2) observation of interaction between sensorially impaired students and nonimpaired peers, (3) teacher surveys to assess interaction patterns of a sample of sensorially impaired students, (4) self concept measurements from samples of both impaired and nonimpaired students, and (5) in depth interviews with 162 students. The project developed the Interaction Observation Schedule, the RIM Interview, and the Teacher Questionnaire and additionally utilized the Piers Harris Self Concept Scale for Children. Results to date have produced a description of 315 mainstreamed, sensorially impaired students, and indication of some program need areas. (DB)

ED 177 840 EC 121 672

Perske, Robert

MR78, Mental Retardation: The Leading Edge. Service Programs That Work.

President's Committee on Mental Retardation, Washington, D.C.
Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.
Report No.-OHDS-79-21018
Pub Date-79
Grant-54-78-HEW-OS; Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, *Community Programs, Demonstration Programs, Downs Syndrome, Educational Programs, Elementary Secondary Education, *Family Programs, Mental Illness, *Mentally Handicapped, Multiply Handicapped, Postsecondary Education, Preschool Education, *Residential Programs, Vocational Education

The book highlights 30 effective service programs for mentally retarded persons. The first section presents information on eight family oriented programs serving high risk, Down's syndrome, urban poor, and profoundly handicapped children. Included are descriptions of parent education, support, and advocacy programs. Among seven public school education programs summarized include a preschool program in which normal children are integrated, a merger between a special school and a regular one, a community centered program for hearing impaired retarded teenagers, and continuing education courses on college campuses. Among the five community residence programs represented are the Eastern Nebraska Community Office of Retardation, the Macomb-Oakland Regional Center (Michigan), and the Tuolumne County Independent Living Project (a rural California program). Three descriptions of effective vocational programs are followed by two self assertion projects. Two programs serving mentally retarded offenders and two serving mentally ill/mentally retarded persons are reviewed. Final sections touch on prevention and future issues (including consumer advocacy systems, special-regular teacher relationships, and local community responsibility). (CL)

ED 177 841 EC 121 715

Mainstreaming Mentally Retarded Students in the Public Schools: Position Statements by the National Association for Retarded Citizens.
National Association for Retarded Citizens, Arlington, Tex. Research and Demonstration Inst.
Spons Agency-Zeta Tau Alpha, Evanston, Ill.
Pub Date-Apr 78
Note-9p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Attitudes, Changing Attitudes, Definitions, Delivery Systems, *Educational Policy, Elementary Secondary Education, *Mainstreaming, *Mentally Handicapped, *National Organizations, Teacher Education
Identifiers-*National Associaton for Retarded Citizens

The position statement identifies seven problem areas in respect to the mainstreaming movement and gives the position of the National Association of Retarded Citizens on each. The positions focus on the following issues: (1) a definition of mainstreaming, (2) the need to implement mainstreaming in carefully planned stages, (3) the view that integration is not the goal itself but rather is a means of facilitating skills needed by mentally retarded persons, (4) the need to modify traditional patterns of educational service delivery in the direction of individualized programming for all students, (5) the need to train future teachers to teach students with a wide range of functional abilities and cultures, (6) the need for a public information campaign to promote positive attitudes toward the retarded, and (7) the need for a national evaluation effort to assess the efficacy of mainstreaming within the public schools. (DB)

ED 177 842 EC 121 716

Maryland State Implementation Grant. Final Report, September, 1976 through August, 1978.

Maryland State Dept. of Education, Baltimore. Office of Special Education.

Pub Date-Aug 78

Grant-G007605413; Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Delivery Systems, *Demonstration Projects, Early Childhood Education, Exceptional Child Services, *Handicapped Children, Parent Education, Referral, State Departments of Education, Urban Education

Identifiers-Final Reports, *Maryland (Baltimore), *Project SURE

The final report of the Maryland State Department of Education's 2 year implementation of Project SURE (Special Utilization of Resources for the Early Education of the Handicapped) provides documentation of the results and consequences of the Project. A chart lists the objectives and results for four major project goals: (1) the creation of an Early Childhood Staff Position in the State Department of Education, (2) the establishment of an administrtive network identifying services for preschool handicapped children in Baltimore, (3) the development of a center based classroom model, and (4) implementation of a parent training component. The project resulted in direct intervention with 25 children and their families, evaluation of 20 additional children, and the creation of an urban model to serve approximately 1,000 children. Tables and appendixes deal with the referral process, project financial status, an Early Childhood State of the State Report, the agency performance plan, and a discussion paper on early childhood education presented at a January, 1978, meeting of the State Board of Education. (DB)

Loew, Richard S.
Proposal for the New Language Media Laboratory in Clemens Hall, Amherst Campus.
State Univ. of New York, Buffalo. Educational Communications Center.
Pub Date-Dec 75
Note-167p.; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Audio Video Laboratories, *Audiovisual Centers, Audiovisual Instruction, College Language Programs, Educational Resources, Higher Education, Instructional Media, *Language Instruction, *Language Laboratories, *Language Laboratory Equipment, *Learning Laboratories, Programed Instruction, Second Language Learning, Teaching Methods

The language media laboratory described in this proposal is intended to provide for the implementation of broader instructional objectives than language laboratories of previous years, including the dial access type. The proposal is divided into three main sections: (1) program rationale; (2) programs and services; and (3) design of the language media laboratory. The first section compares the dial access and the language media laboratories, with emphasis on the opportunity the latter offers for development of communication skills. The second part treats the function of the language media laboratory, the use of space, curriculum development, tests and tapes, testing, films, cassettes, and shortwave radio. Part three presents the proposed design of the laboratory including descriptions of the classrooms, studios, and libraries. Included in the appendices are documents representing research, department requirements and recommendations, program descriptions, a resource reference guide, and floor plans for the language media laboratory. (AMH)

ED 177 844 FL 007 612

Saltarelli, Mario
Three Generations of Olivo Atilano.
Pub Date-May 75
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Acculturation, Code Switching (Language), English (Second Language), Grammar, Immigrants, Language Dominance, Language Maintenance, Language Patterns, Language Research, *Language Usage, *Language Variation, *Linguistic Borrowing, *Mexican Americans, Morphology (Languages), Phonology, Pronunciation, *Spanish Speaking
Identifiers-*Chicano Spanish, *Generational Differences

This is a study of three contiguous generations of the extended families of Olivo and Atilano that emigrated from Central Mexico to Illinois. The general purpose of the investigation is to describe the development of the home language (Spanish) in an emigrant environment by concentrating on the generation as a transitional stage. In particular, the aim is to determine: (1) some of the salient generational differences and similarities in terms of the grammar that characterizes their language, and (2) whether the types of linguistic changes that are observed from one generation to the other might be considered typical of languages learned in an emigrant environment. The results of the study show linguistic changes that can be interpreted as part of a general tendency toward regularization of the system and code reduction, both characteristic of weakly monitored sociolinguistic situations. The transition between the first and second generation identifies this internal development, whereas the differences between the second and third generation show that Spanish is giving way to English. (Author)

Aid, Frances M. Pino, Octavio
Studies in Bilingualism: Methods for Teaching Spanish-S.
Florida International Univ., Miami.
Pub Date- 1 May 76
Note-17p.; Not available in paper copy due to broken type in original document ; Prepared by the Department of Modern Languages
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiolingual Methods, *Bilingual Education, Bilingualism, Educational Resources, Elementary Education, Interference (Language Learning), Language Dominance, *Language Instruction, Language Skills, Language Tests, *Learning Modules, Linguistic Competence, Linguistic Theory, Multicultural Education, Resource Guides, Second Language Learning, *Spanish, Spanish Speaking, *Teacher Education, *Teaching Methods

This course guide for a teacher education program takes a modular approach to the training of teachers for Spanish-S programs in bilingual elementary schools. Each of the four modules presents a number of tasks for the student to accomplish, and provides a list of resources to assist the student. The modules cover the following topics: (1) language acquisition theories (with emphasis on linguistic interference in second language learning), (2) audio-lingual methodology, (3) developing native language (i.e., Spanish) skills, and (4) measurement of linguistic competence. (JB)

ED 177 846 FL 007 926

Snow, Catherine E. Hoefnagel-Hoehle, Marian

Age Differences in Second Language Acquisition.

Pub Date-Aug 75

Note-18p.; Paper presented at the Congress of the International Association of Applied Linguistics (4th, Stuttgart, West Germany, August, 1975); Not available in paper copy due to broken type in original document ; Research supported by the Netherlands Foundation for the Advancement of Pure Research, The Hague

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Age Differences, Auditory Discrimination, *Dutch, Language Research, *Language Skills, Language Tests, Morphology (Languages), *Phonology, Pronunciation, Psycholinguistics, *Second Language Learning, Syntax, Vocabulary

Identifiers-Netherlands, *Non Native Speakers

English-speaking children and adults who were learning Dutch at school and at work, without signigicant amounts of foreign language instruction, were tested at five-month intervals during their first year in Holland. The test battery included tests for active and passive control of phonology, morphology, syntax and vocabulary. Significant improvement occurred during the course of the year on all tests for subjects from all age groups. No age differences were observed in speed of acquisition for the phonology tests, nor did the English speakers reach native-like performance on these tests during the period observed. The tests reflecting knowledge of rule systems, i e., morphology and syntax, did show large age differences, in all cases favoring the teenage group and with the youngest children scoring worst. The subjects achieved near-native performance on these tests during the period studied. (Author)

ED 177 847 FL 008 153

Tuan, Do Dinh And Others

Chemistry: A Vietnamese Supplement. A High-School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplement.

Bilingual Education Service Center, Arlington Heights, Ill.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 76

Note-121p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Bilingual Education, Chemistry, *Chemistry Instruction, Glossaries, *Indochinese, *Instructional Materials, *Refugees, Science Courses, Science Curriculum, Science Instruction, Sciences, Secondary Education, *Secondary School Science, Secondary School Students, Supplementary Textbooks, Textbooks, *Vietnamese

This text is the first of a series of six bilingual handbooks especially designed for the Indochinese student in American high schools. Five of the supplements are in Vietnamese and each deals with a specific subject-area: chemisty, physics, biology, mathematics or U.S. history. The sixth book is in Khmer and is a supplement for U.S. history. The material presented in this handbook was compiled and adapted from high school texts. Each handbook in the series is composed of two parts, ``Basic Concepts'' and ``Glossary of Technical Terms.'' Part I, ``Basic Concepts,'' contains brief lessons pertaining to the appropriate subject area. These lessons provide key concepts of the subject presented in summary form. Preceding the Vietnamese summaries are outlines of the lessons in English meant to serve as a content guide for the teacher. Part II, ``Glossary of Technical Terms,'' is a special dictionary. Technical terms pertinent to the subject area are presented in English followed by the Vietnamese equivalent and an extensive description of the term, with examples, when necessary, in Vietnamese. (Author/CFM)

ED 177 848 FL 008 495

Tuan, Do Dinh And Others

U.S. History. A Cambodian Supplement.

Bilingual Education Service Center, Arlington Heights, Ill.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Feb 77

Note-98p.; Parts may not reproduce clearly

Language-Cambodian

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*American History, Asian Americans, *Cambodian, Foreign Students, *History Instruction, *History Textbooks, *Indochinese, Instructional Materials, *Refugees, Secondary Education, Social Studies, Supplementary Textbooks

The recent influx of Indochinese refugees into the United States has added thousands of students needing special attention to American schools. High school subjects that involve technical terminology such as Biology, Physics, Chemistry, and Mathematics are especially difficult for these students. The same is true for subjects such as United States History which require some elementary background acquired by most Americans through mere exposure. This textbook is one of a series designed to act as a bridge between the skills and concepts already acquired by Indochinese students and those new skills and concepts they must acquire in the U.S. This supplementary text in Cambodian was designed to help the students understand their American history text in English. The material was compiled and adapted from high school texts in order that the terms and concepts would be applicable to standard secondary textbooks. (Author/AM)

ED 177 849 FL 010 027

Bansal, R. K.

The Intelligibility of Indian English. Monograph No. 4.

Central Inst. of English and Foreign Languages, Hyderbad (India).

Pub Date-76

Note-36p.; Abridged version of Ph.D. Dissertation, University of London, United Kingdom

Available from-Central Institute of English and Foreign Languages, Hyderabad-500 007, India ($1.00)

Pub Type- Dissertations/Theses (040)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Consonants, Contrastive Linguistics, Descriptive Linguistics, Dialect Studies, *English, Language Research, Language Usage, *Language Variation, *Listening Comprehension, *Mutual Intelligibility, Phonetics, *Phonology, *Pronunciation, Regional Dialects, Standard Spoken Usage, Suprasegmentals, Vowels

Identifiers-India, *Indian English

Twenty-four English speakers from various regions of India were tested for the intelligibility of their speech. Recordings of speech in a variety of contexts were evaluated by listeners from the United Kingdom, the United States, Nigeria, and Germany. On the basis of the resulting intelligibility scores, factors which tend to hinder intelligibility (i.e., phonetic peculiarities of Indian English) are analyzed, and suggestions for the improvement of Indian English are offered. (JB)

Sethi, J.
Intonation of Statements and Questions in Panjabi. Monograph No. 8.
Central Inst. of English and Foreign Languages, Hyderbad (India).
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-71
Note-85p.; Abridged version of M.A. Thesis, University of Leeds, United Kingdom
Available from-Central Institute of English and Foreign Languages, Hyderabad-500 007, India ($1.50)
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Descriptive Linguistics, *Intonation, Language Research, *Panjabi, *Phonetic Transcription, Semantics, *Sentence Structure, *Suprasegmentals, *Tone Languages
Identifiers-West Pakistan

The sentence intonation of Panjabi (a tone language) is described, as it is spoken in the district of Sialkot in West Pakistan. A system of phonetic transcription is established, and the intonation of sentences and questions is treated in two chapters. (JB)

Ghosh, R. N. And Others

Introduction to English Language Teaching, Volume 3: Methods at the College Level.

Central Inst. of English and Foreign Languages, Hyderbad (India).
Pub Date-77
Note-134p.
Available from-Oxford University Press, Oxford House, Mount Road, Madras 600 006, India
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Applied Linguistics, *College Language Programs, Composition (Literary), Course Content, *English (Second Language), Grammar, *Language Instruction, *Language Skills, Language Tests, Lesson Plans, Postsecondary Education, Program Design, Psycholinguistics, Reading Skills, *Second Language Learning, *Teaching Methods
Identifiers-*India

This volume is intended to introduce college teachers of English as a second language (ESL) to some of the basic concepts underlying the teaching of English in India. A theoretical framework is formulated within which problems such as the planning of syllabuses and designing of courses and tests may be understood. At the same time, practical suggestions are offered to the classroom teacher, who will benefit from insights made available by recent advances in the language sciences and psychology. Eighteen chapters cover principles of first and second language acquisition, English usage, curriculum and course design, basic concerns of ESL teachers, teaching strategies, testing, and individual language skills (reading of prose and poetry, grammar, and composition). (Author/JB)

Masica, Colin

The Sound System of Indian English. Monograph No. 7.

Central Inst. of English and Foreign Languages, Hyderbad (India).

Pub Date-72

Note-19p.

Available from-Central Institute of English and Foreign Languages, Hyderabad-500 007, India ($1.25)

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Descriptive Linguistics, *English, English (Second Language), Interference (Language Learning), Language Instruction, Language Research, Language Variation, Phonetics, *Phonology, Pronunciation, *Pronunciation Instruction, *Standard Spoken Usage, *Suprasegmentals

Identifiers-*India, *Indian English

The phonology of General Indian English (the region-independent variety of English that is considered the norm for india) is analyzed as a step in establishing a standard pronunciation for classroom use in India. A table is appended which presents English sound discriminations that are difficult for Indian learners with various language backgrounds. (JB)

ED 177 853 FL 010 187

Prakasham, V. Verma, S. K.

The Syntactic Patterns of Telugu and English: A Study in Contrastive Analysis. Monograph No. 5.

Central Inst. of English and Foreign Languages, Hyderbad (India).

Pub Date-70

Note-111p.; Revised version of Research Diploma dissertation

Available from-Central Institute of English and Foreign Languages, Hyderabad-500 007, India ($1.25)

Pub Type- Dissertations/Theses (040)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Applied Linguistics, *Contrastive Linguistics, English, *English (Second Language), *Interference (Language Learning), *Language Instruction, Language Research, Second Language Learning, Sentence Structure, *Syntax, *Telugu

Identifiers-*India

This contrastive analysis of Telugu and English covers the structure of sentences, clauses, and groups (phrases) from a pedagogical point of view. Areas of difficulty for Telugu-speaking students of English as a second language are listed, and a list of errors commonly made by these students is appended. (JB)

ED 177 854 FL 010 426

Magnera, Georgia E.

Organization of the Subjective Lexicon: An Analysis of Verbs of Judging, Hypothetical Verbs, and Locative Prepositions.

Pub Date-77
Note-156p.; M.S. Thesis, The University of Alberta (Canada)
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Grammar, *Language Processing, Language Research, *Lexicology, *Linguistic Theory, *Psycholinguistics, *Semantics, *Verbs, Vocabulary
Identifiers-*Prepositions, Tense (Verbs)

Some psychologically salient meaning properties of lexical items were isolated using judgments about the similarity of meaning within three sets of words: verbs of judging, hypothetical verbs, and locative prepositions. Subjects were asked to rate the similarity of meaning of all possible pairs of words from one of the three domains on a 1-9 scale. These ratings were analyzed by a hierarchical clustering technique. In addition to the usual hierarchical clustering solution, a cohesion score was calculated which indicated how tightly bound a particular cluster was. The results for verbs of judging and prepositions were consistent with those reported by Fillenbaum and Rapoport (1971). In all cases the results were highly interpretable and intuitively satisfying. The verbs of judging were polarized along a good-bad dimension; the salient properties for the hypothetical verbs concerned predictions about the occurrence of uncertain events; and the locative prepositions focused on the deictic relationship between an individual and a three-dimensional object. As a background to the experimental study the possible organization of the lexicon is discussed from both the linguistic and psychological points of view. (Author)

ED 177 855 FL 010 430

Weibly, Gary And Others

Evaluation Design, 1978-1979. Local/State Bilingual Education Evaluation.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-79

Note-38p.; Small print may be marginally legible

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Education, Cognitive Objectives, Community Programs, Educational Accountability, Educational Assessment, *Educational Objectives, Elementary Education, Elementary School Teachers, English (Second Language), *Evaluation Methods, Language Skills, *Program Evaluation, Screening Tests, Spanish, *State Programs, Student Evaluation

Identifiers-*Austin Independent School District, Bilingual Education Act 1968, *Bilingual Programs, Elementary Secondary Education Act Title VII

The evaluation design of the 1978-79 local/state bilingual education program of Austin Independent School District is presented. The primary focus of the evaluation is the assessment of the objectives in language development and concept development submitted to the Texas Education Agency. A secondary focus is the collection of information related to the limited English speaking ability (LESA) student identification process. The collection, compilation, and reporting of the data is a significant portion of the evaluation effort. Evaluation questions concerning the new identification procedure include: (1) How many students did the 1978-79 LESA identification procedure identify as compared to past years that used other identification procedures? and (2) How may students qualify to exit from the bilingual program by the end of the 1978-79 school year? A second accountability-type question concerns what type of bilingual program the Austin school district should have. The levels of attainment for each of the project objectives are presented, and a listing is included of all schools in the program and the distribution of resource teachers, other teachers assigned to the bilingual program, and aides. Information needs for project evaluation and the appropriate information sources are outlined, and information is presented on dissemination activities, data to be collected in the schools, and the allocation of time for project activities by staff members. (SW)

ED 177 856 FL 010 461

Tobin, Aileen Webb Venezky, Richard L.

The Effect of Orthographic Structure on Letter Search: An Attempt to Replicate and Extend Previous Findings.

Pub Date-79
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Language Processing, *Language Research, Letters (Alphabet), *Orthographic Symbols, *Perception Tests, *Research Design, Structural Analysis, *Verbal Learning, *Visual Perception, Visual Stimuli, Word Recognition

A previous study by Gibson et al. (1972) that investigated the effect of orthographic structure on letter search was replicated and extended in order to identify factors that might explain the apparent discrepancy between their results and those of comparable studies. Experiment one tested whether the discrepancy might be explained by difference in (1) the sensitivity of a between-subjects design as opposed to a within-subjects design, or (2) the overall range of orthographic structure represented in the displays, when subjects have been equated in terms of their rate of search through random strings of consonants. Experiment two was concerned with the psychological reality of the differences in the orthographic structure of the letter strings presented in experiment one. In comparing the results of the two analyses of the search time data, it might be argued that the negative findings of the Gibson et al. study may be explained by the nature of the constraints they adopted in constructing their orthographically well-structured and poorly structured strings. It is suggested that unlike the more traditional, between-subjects design, a within-subjects design permits subjects to compare differences in orthographic structure. This encourages them to adopt more efficient search strategies for strings having more than a minimum amount of structure. (SW)

ED 177 857 FL 010 483

Cole, Glory And Others
ML-PAT. Mohawk Language Picture Association Test.
Salmon River School District, Ft. Covington, N.Y.
Pub Date- 78
Note-12p.

Language-Mohawk
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American Indian Education, *American Indian Languages, Association (Psychological), *Association Tests, Bilingual Education, Elementary Education, Instructional Aids, *Language Instruction, *Language Tests, *Pictorial Stimuli, Verbal Stimuli, Vocabulary Development, *Vocabulary Skills
Identifiers-Bilingual Education Act 1 968, Elementary Secondary Education Act Title VII, *Mohawk (Tribe)

This picture association test booklet for the Mohawk language has two parts. Part One contains 10 questions and Part Two contains 40 questions. Each item consists of a word in Mohawk and a number of drawing from which the learner is to choose the correct one that represents the word. (AMH)

ED 177 858 FL 010 484

Steele, Catherine

Kanienkehaka Tiontenientenstakwa (A Language Guide for Elementary Mohawk).

Salmon River School District, Ft. Covington, N.Y.

Pub Date-78

Note-103p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-American Indian Education, *American Indian Languages, Bilingual Education, Class Activities, Educational Objectives, Elementary Education, *Instructional Aids, *Language Instruction, *Learning Activities, Teaching Methods, *Unit Plan, Visual Aids, *Vocabulary Development, Vocabulary Skills, Worksheets

Identifiers-Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *Mohawk (Tribe)

This resource guide for teachers of elementary Mohawk contains the following elements: (1) an outline of language learning levels, (2) a description of developmental traits of elementary school students, (3) an indication of elementary school curriculum areas that can be taught in Mohawk, and (4) a development of the language component of the curriculum. Each of the 13 language units includes student objectives, vocabulary lists, a sample lesson plan, and a sample activity sheet. The units are arranged according to the following topics: (1) Names, greetings, commands; (2) colors; (3) numbers; (4) family; (5) foods; (6) animals; (7) clothing; (8) household; (9) body parts; (10) money; (11) months and seasons; (12) time; and (13) action words. Also available are a corresponding assessment instrument for the vocabulary presented in this booklet and the Mohawk language checklist, Level One. (Author/AMH)

ED 177 859 FL 010 510

Jarvis, Gilbert A.

The Role of Foreign Language Study in the Late Twentieth Century.

Pub Date-78
Note-10p.; Paper presented at the Conference of the Pennsylvania State Modern Language Association (Fall, 1977) ; Contains some small print
Journal Cit-Bulletin of the Pennsylvania State Modern Language Association; v57 n1 p9-17 Fall 1978
Pub Type- Journal Articles (080) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes, Cognitive Style, Communicative Competence (Languages), Coping, *Creative Thinking, Cultural Factors, Decision Making Skills, *Educational Objectives, Elementary Secondary Education, Higher Education, *Language Instruction, *Language Role, Learning Activities, Problem Solving, Productive Thinking, *Second Language Learning, Skill Development, Social F[illegible]rs, *Socioeconomic Influences, Teaching Methods

Four forces seem to be at work in society today that have implications for language teaching. First, the interdependence of planet Earth has become a reality that has increased general awareness of the presence of speakers of other languages among us and awareness on the part of government leaders of the need to encourage foreign language studies. Secondly, the ability to adapt to extreme and rapid change is crucial to the well-being of twenty-first century persons. Learning to express one's thoughts in a new language can be a way of learning to deal with such change. Third, the return to basics'' movement could affect the foreign language program positively if basics are considered fundamental thinking skills. Both experience and research indicate that one learns several cognitive skills in receiving and producing utterances in the foreign language. The fourth force, a pluralistic society, demands awareness of differences and the acceptance and valuing of diversity in people. In language classes students have the opportunity to express themselves and to listen to and learn from others. Whatever methodology is used, the one condition to be reconciled with all four forces is that language must be practiced and used meaningfully, that is, communicatively. How to do this in the classroom is a further question to which some answers are suggested in the concluding portion of the article. (AMH)

Al-Manakh. Language Centre Journal, Vol. 3, No. 2.
Kuwait Univ., Safat. Language Center.
Pub Date-May 79
Note-41p.
Available from-Kuwait University, Language Centre, English Language Unit, College of Engineering, P.O. Box 5969 Safat, Kuwait (free)
Journal Cit-Language Centre Journal; v3 n2 May 1979
Language-English, French
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Chemistry Instruction, *Curriculum Design, English (Second Language), *English for Special Purposes, *Instructional Materials, *Language Instruction, Language Proficiency, *Language Tests, Organic Chemistry, Second Language Learning
Identifiers-*Kuwait

The following articles appear in this issue of a journal devoted to teaching English for science and technology in Kuwait: (1) An Approach to the Implementation of Dr. J.L. Munby's 'Communicative Syllabus Design''' by Bill Robinson, (2) Une experience d'elaboration de materiel pedagogique'' (An Experiment in Developing Teaching Material) by Vincent Orssaud, (3) Terminology in Organic Chemistry: The Systematic Naming of Hydrocarbons'' by Noel Simon, (4) Two Tests of Proficiency in English'' by Michael Clarke, and (5) A Suggested System for the Control of Course Materials'' by Andrew E. Seymour and Susan M. Seymour. (JB)

Weibly, Gary And Others

Evaluation Design, 1978-1979. ESEA Title VII Bilingual Program.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-79

Note-40p.; Small print may be marginally legible

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Education, Cultural Background, *Curriculum Development, Demonstration Projects, Educational Accountability, Educational Objectives, Elementary Education, English (Second Language), Evaluation Methods, Federal Aid, *Federal Programs, Inservice Teacher Education, Instructional Materials, Language Skills, Parent Participation, Parent School Relationship, Preservice Education, *Program Evaluation, Spanish, Student Evaluation, *Teacher Education

Identifiers-*Austin Independent School District, Bilingual Education Act 1968, *Bilingual Programs, Elementary Secondary Education Act Title VII

A summary is presented of the Austin Independent School District's demonstration bilingual project, which is funded under Title VII of the Elementary and Secondary Education Act. The purpose of the five-year project is (1) to build up the district's capacity to implement bilingual education through staff development, curriculum development, and parental involvement, and (2) to demonstrate the effectiveness of selected processes in staff development and parental involvement. The instructional component is designed to provide bilingual instructional activities in language arts, reading, and math. The staff development component is responsible for developing preservice and inservice training for bilingual program personnel. In the curriculum development component, special emphasis is placed on the identification and adaptation of culturally relevant instructional materials. The parental involvement component focuses on assisting schools in developing and implementing programs that will lead to improved school-home relations. Program evaluation objectives, decision questions, information needs, dissemination activities, information sources, and data to be collected in the schools are summarized. (SW)

ED 177 862 FL 010 531

Kwofie, Emmanuel N.

La Langue francaise en Afrique occidentale francophone (The French Language in West Africa).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-77

Note-74p.

Language-French

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Dialects, *French, *Language Attitudes, *Language Patterns, Language Research, Language Role, Language Styles, Language Typology, *Language Usage, Language Variation, *Linguistics, Regional Dialects, Second Languages, *Sociolinguistics, Speech Habits

Identifiers-Africa (West)

This is a reflection on certain aspects of sociolinguistic and linguistic problems of French in West Africa, particularly in Senegal and the Ivory Coast. The sociolinguistic section discusses the role French has played in Africa and still plays vis-a-vis African languages and English. Conditions in which French is used and attitudes both of individual speakers of French toward that language and attitudes of social groups who might use it are discussed. In addition to these two topics, the following are also presented: (1) a typology of linguistic situations that includes contacts among the native languages themselves and contacts between native languages and English and French, (2) general considerations on varieties of French; (3) a discussion of linguistic norms and interference and of the relationship between norm and interference; and (4) an outline of varieties of French spoken in Africa as found in various authors. The second part of this study dealing with linguistic aspects of French as spoken in West Africa discusses: (1) the characteristics of varieties of French in Africa; (2) whether the varieties of French are dialects or different languages; (3) the character of popular French in West Africa; and (4) contact between the Akan languages and French on the Ivory Coast. The appendix contains transcriptions of narratives in French recorded by Africans. (AMH)

ED 177 863 FL 010 538

Alderson, Charles Alvarez, Guadalupe

The Development of Strategies for the Assignment of Semantic Information to Unknown Lexemes in Text. Lenguas para Objetivos Especificos (Languages for Special Purposes), No. 5.

Autonomous Metropolitan Univ., Mexico City (Mexico).
Pub Date-78
Note-24p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Context Clues, *English (Second Language), English for Special Purposes, Higher Education, *Language Instruction, Language Skills, Reading Comprehension, *Reading Development, Reading Instruction, Reading Skills, Second Language Learning, *Semantics, Vocabulary, *Vocabulary Development, Vocabulary Skills, Word Recognition

An English for Special Purposes (ESP) course being developed aims to give the students a series of techniques to help them handle vocabulary in a text, and teach them strategies for identifying meaning in context. Traditional strategies, such as the study of morphology, use of grammatical information, and exercises in dictionary usage, are helpful, but they do not teach the student to be satisfied with a vague notion of meaning. Another strategy, using context clues, has long been advocated, but techniques for doing this have not been worked out. If students are to use context, they need to know the principles of semantic restraint, as operated by context. It seems possible to use insights into meaning from structural semantics in order to elucidate some of these principles. In addition to these insights, the use of nonsense words has been incorporated into vocabulary exercises because the only meaning a nonsense word can have comes from context. Examples are provided of exercises using the following relations: (1) hyponymy, the relation between terms, one of which is included in the other; (2) opposites, including the relations of incompatibility, antonymy, complementarity and converse; (3) synonymy; and (4) other sorts of meaning relations such as rhetorical structure, definitions, and notional and pragmatic relations. (AMH)

ED 177 864 FL 010 540

Stark, Merritt W. Stark, Kathleen LaPiana

Graphs as a Visual Aid in English for Special Purposes. Lenguas para objetivos especificos (Languages for Special Purposes), No. 5.

Autonomous Metropolitan Univ., Mexico City (Mexico).

Pub Date-78

Note-25p.

Language-English; Spanish

Pub Type- Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Economics, *English (Second Language), *English for Special Purposes, *Graphs, Higher Education, Instructional Aids, *Language Instruction, Language Skills, Learning Activities, Reading, Reading Instruction, Second Language Learning, *Visual Aids, Vocabulary, Writing Exercises

Visual aids have been developed to strengthen non-English speaking students' ability to speak and write English effectively in their subject areas. Among these aids, graphs have been valuable for economics students because they readily illustrate the nature of the relationship between two sets of numbers. Frequently, the ability to analyze graphs is a cultural phenomenona therefore some students may have analyzed graphs in their native language while others need an introduction to graphic interpretation. For this reason, vocabulary representing important economic concepts must be mastered before speaking and writing exercises are begun. An an example of the types of exercise that can be done with graphs, a list of economics terms and exercises are provided. The exercises contain one or two graphs, oral questions to stimulate discussion and verify understanding of the graphs, a reading exercise, a vocabulary review, and a guided writing exercise. A Spanish translation of the article is included. (AMH)

ED 177 865 FL 010 542

Miller, Neil And Others

Women in Portuguese Society. Proceedings of the Second Annual Symposium on the Portuguese Experience in the United States (Adelpi University).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Pub Date-16 Nov 76

Note-117p.; Proceedings of the Annual Symposium on the Portuguese Experience in the United States (2nd, Garden City, New York, November 16, 1976)

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, MA 02140 ($4.00)

Language-English; Portuguese

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Biographies, Case Studies, Characterization, *Cultural Traits, Drama, *Females, Immigrants, Minority Groups, Portuguese, *Portuguese Americans, *Social History, *Womens Studies

The following reports on women in Portuguese or Portuguese American society are included: (1) The Story of Maria a.k.a. Mary'' by Steven Samuel Ussach, (2) Portuguese-American Women: Portraits in Fact and in Fiction'' by Mary T. Vermette, (3) A Different Vision of a New England Childhood: The Cape Verdean Experience on Cape Cod'' by Maria Luisa Nunes, (4) A Profile of the Portuguese Woman of Mineola'' by Cynthia Rendeiro and Guilhermina Serrado, (5) The Portuguese Female Immigrant: 'Marginal Man' Par Excellence'' by M. Estellie Smith, and (6) Further Comments on the Treatment of Woman in the Modern Portuguese Theater'' by David J. Viera. (JB)

Candlin, Christopher N. And Others
Doctor-Patient Communication Skills: Working Papers 1-4 and Appendices.
Lancaster Univ. (England).
Spons Agency-Nuffield Provincial Hospitals Trust (England).
Pub Date-74
Note-129p.; Some pages may be difficult to read due to faint type in original document ; Report prepared through the Department of Linguistics and Modern English Language
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Communicative Competence (Languages), Curriculum Development, *Discourse Analysis, English (Second Language), *English for Special Purposes, *Foreign Medical Graduates, *Hospital Personnel, Language Instruction, Language Research, Language Skills, Needs Assessment, Non English Speaking, *Physicians, Pragmatics

The four reports in this volume cover several phases of a project to determine English language education needs of foreign doctors and medical staff working in hopsitals in the United Kingdom. Each paper deals with a set of data the consideration of which may be applied to curriculum development in English for special purposes for medical practitioners. Topics covered include: (1) assessment of priorities in the development of staff-patient communication skills in a variety of clinical contexts; (2) research into the demands made on staff communicative ability in real medical situations; (3) Doctor Speech Functions in Casualty Consultations: Some Quantified Characteristics of Discourse in a Regulated Setting''; and (4) Doctors in Casualty: Applying Components of Communicative Competence to Specialist Course Design.'' (JB)

ED 177 867 FL 010 549

Abou, Selim

Contribution a l'etude de la nouvelle immigration libanaise au Quebec (Contribution to the Study of the New Lebanese Immigration to Quebec).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-77

Note-53p.

Language-French

Pub Type- Tests/Questionnaires (160) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Acculturation, Adjustment (to Environment), Cross Cultural Studies, Cultural Factors, *Cultural Interrelationships, Culture Conflict, Ethnic Studies, *Immigrants, Language Attitudes, Migration, *Migration Patterns, Personal Adjustment, Relocation, Residential Patterns, *Social Adjustment, *Social Integration

Identifiers-*Lebanese, Quebec

This study, the result of interviews conducted in Quebec and Montreal in the spring of 1975, deals with the adaptation, integration, and acculturation of the Lebanese immigrants in Quebec since the end of World War II. This new immigration wave is contrasted with the one that took place around 1880. Generally speaking, the situation in both the country of adoption and the country of origin has changed radically since that time, as well as the situation of the migrants themselves. In order to indicate with some clarity the specific characteristics of the new Lebanese immigration, the causes, volume, and socio-economic factors of the earlier immigration are presented in the first section of the report. The remainder of the report is divided into three sections dealing with the causes of the new immigration wave and the integration and acculturation of the immigrants. The causes of the new wave are discussed according to social, family, and individual reasons for emigrating. Integration is treated in terms of problems of adaptation, particularly living arrangements, and problems of integration in work, professional relationships, and primary group relationships. The material and formal acculturation of the immigrants is discussed in the concluding section emphasizing experiences of acculturation on the level of perception and on the level of affectivity. (AMH)

Duran, Daniel Flores And Others

A Bilingual and Bicultural Annotated List of Print and Multimedia Resources for the Puerto Rican Child, Grades K - 6. Latino Resource Series, No. 2.

Wisconsin State Dept. of Public Instruction, Madison. Office of Equal Education Opportunities.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 77

Contract-OEC-305-76-0002

Note-24p.

Available from-Equal Education Opportunity Office, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 (free)

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiovisual Aids, *Bilingual Education, Childrens Literature, Cultural Education, Elementary Education, Instructional Aids, *Instructional Materials, *Multicultural Education, *Puerto Ricans, Reading Materials, *Resource Guides, *Resource Materials, Spanish

Identifiers-*Bilingual Materials

This annotated list of resources for the bilingual and bicultural education of Puerto Rican children in grades kindergarten through 6 covers the following areas: (1) print resources, including children's literature and historical and descriptive works for teacher and student use; (2) nonprint resources; and (3) professional resources, including bibliographies, sourcebooks, and newsletters. A list of corporate sources of materials is provided. (JB)

Duran, Daniel Flores And Others

A Bilingual and Bicultural Annotated List of Print and Multimedia Resources for the Mexican American Child, Grades K - 6. Latino Resource Series, No. 1.

Wisconsin State Dept. of Public Instruction, Madison. Office of Equal Education Opportunities.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 77
Contract-OEC-305-76-0003
Note-20p.
Available from-Equal Educational Opportunity Office, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 (free)
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiovisual Aids, *Bilingual Education, Childrens Literature, Cultural Education, Elementary Education, Instructional Aids, *Instructional Materials, *Mexican Americans, *Multicultural Education, Reading Materials, *Resource Guides, *Resource Materials, Spanish
Identifiers-*Bilingual Materials

This annotated list of resources for the bilingual and bicultural education of Mexican American children in grades kindergarten through 6 covers the following areas: (1) print resources, including children's literature and historical and descriptive works for teacher and student use; (2) nonprint resources; and (3) professional resources, including bibliographies, sourcebooks, and newsletters. A list of corporate sources of materials is provided. (JB)

ED 177 870 FL 010 559

Duran, Daniel Flores And Others

A Bilingual and Bicultural Annotated List of Print and Multimedia Resources for the Mexican American Child, Grades 7 - 12. Latino Resource Series, No. 3.

Wisconsin State Dept. of Public Instruction, Madison. Office of Equal Education Opportunities.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 77

Contract-OEC-305-76-0002

Note-24p.

Available from-Equal Educational Opportunity Office, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 (free)

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiovisual Aids, *Bilingual Education, Childrens Literature, Cultural Education, Instructional Aids, *Instructional Materials, *Mexican Americans, *Multicultural Education, Reading Materials, *Resource Guides, *Resource Materials, Secondary Education, Spanish

Identifiers-*Bilingual Materials

This annotated list of resources for the bilingual and bicultural education of Mexican American children in grades 7 through 12 covers the following areas: (1) print resources, including literary works, information analyses, and historical and descriptive works for teacher use both within and outside the classroom; (2) professional resources, including bibliographies, sourcebooks, and newsletters; and (3) nonprint resources. A list of corporate sources of materials is provided. (JB)

ED 177 871 FL 010 561

Beaty, Stuart

Perspectives on Offical Languages.

Alberta Teachers Association, Edmonton. Modern Language Council.
Pub Date- 79
Note-13p.; Paper presented at the Annual Conference of the Modern Language Council (October 21, 1978)
Journal Cit-Alberta Modern Language Journal; v17 n3 p6-17 Spring 1979
Pub Type- Journal Articles (080) - Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingualism, Civil Rights, Cross Cultural Training, Demography, Educational Policy, English, *Federal Legislation, *French, Language Attitudes, Language Instruction, *Language Planning, *Language Role, Legislation, Minority Groups, *Official Languages, Second Language Learning
Identifiers-*Canada, *Official Languages Act (Canada)

While the Official Languages Act of Canada mandates the governmental use of English and French, it is up to regions, localities, and individuals to develop the attitudes and policies which will safeguard the rights of language minorities (including English speakers in francophone areas) and discourage the cultural isolation of language groups. A reconciliation must be effected between English speakers who resentfully view many anticipated applications of the Act (for example, bilingual package labels) as trivial, and French speakers who view the same applications as tokenism. Bilingualism and cross-cultural understanding, where they exist, have come about accidentally as a result of economic exigencies. Educational planning must now aim specifically at fostering multilingual, multicultural competence. (JB)

ED 177 872 FL 010 564

Sung, Robert

Golden Mountain Reading Series Writing Workbook. Level 2.

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-142p.; For related document see FL 010 738

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140

Language-Chinese

Pub Type- Guides - Cla[illegible]oom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Bilingual Education, *Chinese, *Chinese Culture, Elementary Education, *Ideography, Language Instruction, Language Patterns, Reading, Symbolic Language, Writing, *Writing Exercises, *Written Language

This workbook, intended for use in a bilingual education setting, is designed to accompany the Level Two reader of the same series. Each page presents the Chinese characters in clear, large, pen-and-ink drawings, and provides spaces in which to copy and practice them. (AMH)

ED 177 873 FL 010 565

Serre, Robert

Dictionnaire contextuel anglais-francais de l'energie solaire (Contextual English-French Dictionary on Solar Energy).

Pub Date-79
Note-69p.
Language-English; French
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bibliographic Citations, Concept Formation, Context Clues, *Definitions, Energy, *English, *French, Radiation, Sciences, Scientific Concepts, *Solar Radiation, Technology, *Translation, *Vocabulary

This English-French dictionary on solar energy is intended for translators and purports to contain all the elements necessary for doing quality translations. Each entry contains the following elements: (1) the basic English word with its synonyms and equivalents; (2) the definition in English and reference to its source; and (3) sentences or phrases in French using the word in context and with references to their source. In addition to the dictionary entries, the book contains a list of acronyms with their meanings, a bibliography of all the context references in the definitions, and sources for supplementary reading. (AMH)

ED 177 874 FL 010 566

Lanzano, Susan C.

Teaching ESL for Communication Beyond the Classroom.

New Jersey State Dept. of Education Trenton. Bureau of Adult, Continuing, Community Education.
Pub Date-Feb 79
Note-38p.; Paper presented to the Division of Adult Education, U.S. Department of Health, Education and Welfare (Washington, D.C., February 2, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Students, Behavioral Objectives, *Communicative Competence (Languages), Cultural Awareness, *Cultural Context, Curriculum Design, *English (Second Language), Language Fluency, Language Instruction, *Language Proficiency, Language Usage, *Second Language Learning, Social Environment, Speech Communication

The goal of integrating coping skills into the English as a second language (ESL) curriculum is to enable adults to use language in the real world. To accomplish this goal, two kinds of input are needed: (1) comprehensive knowledge about the workings of American English, and (2) accurate information about the language contexts in which adults need to function. The following three possibilities for syllabus design are discussed: situational, notional, and structural. Three criteria for materials evaluation and development are: (1) the language presented must be authentic; (2) the language dealt with must correspond to the language students need to use in the real world; and (3) the language must be presented to students in such a way as to allow them to internalize its underlying rules and thus enable them to generate language autonomously. The various components of language that need to be taught in ESL classes where oral communication is the goal are grammar, phonology, the nonverbal system (including cultural attitudes), and vocabulary items. A model lesson plan is described in which the behavioral objectives are to answer inquiries regarding one's address, telephone number, and social security number. A bibliography is included which suggests background reading and provides an annotated listing of some of the most promising ESL-coping skills-oriented materials presently or soon-to-be available. (SW)

ED 177 875 FL 010 585

Clark, Eve V. Andersen, Elaine S.

Spontaneous Repairs: Awareness in the Process of Acquiring Language. Papers and Reports on Child Language Development, No. 16.

Stanford Univ., Calif. Dept. of Linguistics.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Apr 79

Grant-BNS-75-17126

Note-13p.; Paper presented at the Symposium on Reflections on Metacognition, Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 15-19, 1979)

Available from-PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language, Elementary School Students, Error Analysis (Language), *Language Development, *Language Processing, Language Research, Learning Processes, Learning Theories, *Linguistic Competence, *Linguistic Performance, Listening, Longitudinal Studies, Preschool Children, Pretend Play, Psycholinguistics, Role Playing, Speech Communication, *Verbal Development

Identifiers-*Repairs (Language)

Children's self-monitoring of language production, as it is reflected in spontaneous speech repair, was studied. Recordings of the speech of three children aged two to three were analyzed for spontaneous phonological, morphological, lexical, and syntactic repairs. After tabulation, repairs were identified as ``for the listener'' (reflecting the child's need to make himself understood) or ``for the system'' (reflecting self-monitoring of those parts of the language that the child is in the process of acquiring). A similar analysis was made of the speech of several children aged four to seven, in a pretend play situation. Here it was found that monitoring and self-correction were aimed at the use of speech appropriate to the role being played. The overall conclusion of the study is that children monitor the gap between their knowledge of language from input received on the one hand, and their own language production on the other. This monitoring results in repairs which eventually close the gap. (JB)

ED 177 876 FL 010 586

Mulford, Randa

Prototypicality and the Development of Categorization. Papers and Reports on Child Language Development, No. 16.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Apr 79
Note-14p.
Available from-PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Association (Psychological), Child Development, *Child Language, *Classification, *Cognitive Development, Kindergarten Children, *Language Development, Language Processing, Language Research, Preschool Children, Psycholinguistics

Children aged three to five were the subjects of two studies of the development of ability to classify diverse objects into superordinate categories. In the first experiment, subjects were asked to designate two of three pictorially represented objects as representative of a given category. The second experiment required subjects to choose from a random array of objects those which fell within a given category. Results tend to support these hypotheses: (1) younger children recognize as category members a greater percentage of highly prototypical members than less prototypical members, (2) with increasing subject age, there is a decrease in the difference of percentages of high-prototypicality and low-prototypicality members correctly identified, and (3) the absolute percentage of correct identifications of category members increases with age for both high and low instances. (JB)

ED 177 877 FL 010 587

Macken, Marlys A.

The Child's Lexical Representation: The Puzzle-Puddle-Pickle'' Evidence.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date-Apr 79
Note-17p.
Available from-PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, Deep Structure, Error Analysis (Language), *Language Development, Language Processing, Language Research, *Lexicology, Linguistic Theory, Models, *Perceptual Development, *Phonology, Preschool Children, *Pronunciation, Psycholinguistics

Smith's 1973 model of articulatory phonological development between the ages of two and four is re-examined in an attempt to develop a model that includes the possibility of both perceptual and articulatory learning. Smith's data, regarding phonological transformations of words after rules established by his infant son's pronunciation of the words puzzle,'' puddle,'' and pickle,'' are re-analyzed in support of two hypotheses associated with a perception model. The re-analysis shows that the child does have, in some cases, a unique, non-adult underlying representation based on a misperception of the adult form. This finding is interpreted as evidence for a model that recognizes two types of phonological rules (perceptual-encoding rules and output rules). Several properties that distinguish the two rule types are identified.
(Author/JB)

ED 177 878 FL 010 588

Macken, Marlys A. Barton, David

The Acquisition of the Voicing Contrast in Spanish: A Phonetic and Phonological Study of Word-Initial Stop Consonants. Papers and Reports on Child Language Development, No. 16.

Stanford Univ., Calif. Dept. of Linguistics.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Apr 79
Grant-BNS-76-08968
Note-26p.
Available from-PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Language, *Consonants, *Language Development, Language Research, Language Universals, Mexicans, Phonetics, *Phonology, Preschool Children, *Spanish, Spanish Speaking
Identifiers-*Voicing

This paper reports on the acquisition of the voicing contrast in Mexican-Spanish word-initial stops. In Study 1, three Spanish-speaking monolingual children were recorded every two weeks for seven months, beginning when the children were about 1;7. In Study 2, four monolingual children about 3;10 were recorded once or twice. Two analyses were done. Instrumental analysis of the stop productions revealed that not even by age 3;10 were the children consistently distinguishing between voiced-voiceless stop cognate pairs on the basis of adult-like voice-onset time characteristics. The spirantization analysis, however, more clearly revealed the children's phonological knowledge. Discussion focuses on the implications of the data for phonological development in general and for the phonological description of voicing in Spanish. (Author)

ED 177 879 FL 010 589

Edwards, Mary Louise

Word-Position in Fricative Acquisition. Papers and Reports on Child Language Development, No. 16.

Stanford Univ., Calif. Dept. of Linguistics.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Apr 79
Grant-NSF-GS-30962
Note-11p.; Paper presented at the Annual Boston University Conference on Language Development (3rd, Boston, MA, September, 1978)
Available from-PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, *Consonants, English, Error Analysis (Language), Individual Development, *Language Development, Language Research, Longitudinal Studies, *Phonology, Preschool Children, *Pronunciation
Identifiers-*Fricatives

Pronunciation of words with a fricative content was elicited over a seven-month period from seven English-speaking children ranging in age from 1;5 to 2;3. The recorded speech was analyzed for correct fricative production and substitutions. Results indicate that: (1) overall percentage of correct production is slightly higher in final position than in other positions; (2) individual subjects did not favor a specific position for all fricatives, nor was one particular fricative consistently favored by all children; (3) although there is considerable variation, substitutions of tighter closure are found in highest concentration in prevocalic position, followed by initial preconsonantal position; (4) there was no clear longitudinal order progression of fricative substitutions; and (5) there is considerable evidence for an order of fricative acquisition that varies somewhat from child to child. (JB)

ED 177 880 FL 010 590

Palmberg, Rolf And Others

The Kuopio-Vaasa-Stockholm Tests. Perception and Production of English: Papers on Interlanguage. AFTIL, Volume 6.

Abo Akademi (Finland).
Spons Agency-Academy of Finland, Helsinki.
Pub Date-79
Note-76p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Cloze Procedure, College Students, Communicative Competence (Languages), *Comprehension, Cultural Factors, *English (Second Language), Error Analysis (Language), Finnish, *Language Proficiency, Language Research, *Language Tests, Second Language Learning, *Speech Communication, Spelling, Swedish, Vocabulary
Identifiers-*Finland, Speech Rate, *Sweden

Three measure of English language proficiency (a partial dictation Cloze test, a text-reading and recollection test, and a story-telling test) were administered to three groups of college-level students (Finns, Swedish-Finns, and Swedes). The results are analyzed in several articles presented here: (1) The Comprehension of Function Words and Content Words in Partial Dictation'' by Hakan Rignbom, (2) Speech Rate and Pauses in the English of Finns, Swedish-Speaking Finns, and Swedes'' by Jaakko Lehtonen, and (3) Investigating Communication Strategies'' by Rolf Palmberg. In a concluding article, Ringbam summarizes some findings. Swedish Finns, being accustomed to encounters with a language other than their own, seem to develop comprehension of English most easily. Swedes exceed Finns in spelling errors, but Finns have a lower articulation rate; this reflects the differing emphasis on writing and speaking skills in two educational systems. The only difference in communication strategies among the three groups lies in the Swedes' greater use of paraphrase. These and other findings suggest a complex of factors affecting second language proficiency, including cultural conditions and relatedness of first and second language. (JB)

Sjoholm, Kaj

Do Finns and Swedish-Speaking Finns Use Different Strategies in the Learning of English as a Foreign Language? Perception and Production of English: Papers on Interlanguage. AFTIL, Volume 6.

Abo Akademi (Finland).
Spons Agency-Academy of Finland, Helsinki.
Pub Date-79
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Bound Students, *English (Second Language), *Error Analysis (Language), Finnish, Grammar, *Language Proficiency, Language Research, Language Tests, *Learning Processes, *Multiple Choice Tests, Reading Comprehension, *Second Language Learning, Swedish, Vocabulary
Identifiers-*Finland

A multiple-choice test of English vocabulary and grammar was administered to college-bound Swedish-speaking and Finnish-speaking students studying English in Finland. Erroneous responses were analyzed to determine differences in learning strategies between the two groups. Swedish speakers were found to choose incorrect alternatives based on characteristics of their native language much more often than Finnish speakers. The latter showed the greater tendency to choose over-generalizing alternatives. Possible reasons for the differences in language learning strategies that are reflected in these results are discussed. The multiple choice test is appended. (JB)

Grujic, Zdenda Libby, William L., Jr.

Nonverbal Aspects of Verbal Behavior in French Canadian French-English Bilinguals.

Pub Date-78

Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Biculturalism, *Bilingualism, *Body Language, Communication (Thought Transfer), Cultural Factors, Cultural Traits, *English, *French, Interaction, Interaction Process Analysis, Language Research, *Nonverbal Communication, Sociolinguistics, Speech Communication, Verbal Communication

Identifiers-*Ontario (Windsor)

The present study was designed to investigate whether known intercultural differences in nonverbal behavior extend to specific nonverbal repertoires accompanying, and perhaps facilitating the act of speaking a verbal language. Conversations in the form of structured interviews between 48 French-Canadian, French-English bilinguals (24 males and 24 females) were videotaped. An analysis of the data showed that bilinguals used different patterns of communication with each of their languages. When speaking French, subjects sat closer to their partner during the conversation, suggesting greater immediacy; they gestured more with the left hand, suggesting greater responsiveness (and perhaps a more right-brained orientation); and they interacted for a longer time, suggesting both immediacy and responsiveness. However, regarding facial expression, the data did not support the notion that the French nonverbal repertoire is more immediate and responsive. Instead, in line with the Argyle-Dean (1956) compensatory equilibrium principle, the prevailing pattern when the conversation was in English was looking at one's partner without smiling. When speaking French, subjects spend more time smiling, but at the same time, averting their gaze from their partner's face. (Author/AMH)

ED 177 883 FL 010 602

Afendras, Evangelos A.

Stability of a Bilingual Situation and Arumanian Bilingualism.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
Pub Date-69
Note-18p.; Not available in paper copy due to poor reproducibility of original document; Paper presented at the Annual Meeting of the Canadian Linguistic Association (Toronto, June, 1969)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bilingualism, *Cultural Factors, Ethnic Groups, *Geography, *Language Dominance, *Language Maintenance, *Sociolinguistics
Identifiers-*Greece, *Macedorumanians, Yugoslavia

The stability of an ethnic minority's language in a bilingual situation is viewed as a function of: (1) level of literacy in each of the two languages; (2) economic, social, and political power as related to the two languages; (3) geographic and social mobility; (4) social integration within each language group and across groups; (5) amount and type of communication between the two language groups; and (7) amount of contact of either language with related linguistic communities outside. These factors are discussed with respect to the Macedonian Rumanians (Arumanians), a nomadic sheep-herding people of northern Greece and Macedonia. A bibliography and a map of Arumanian migratory patterns are appended. (JB)

Mackey, William F.

Schedules for Language Background, Behavior and Policy Profiles.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
Pub Date-78
Note-40p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, Bilingualism, *Data Collection, *Educational Planning, Educational Policy, *Language Planning, Language Role, Language Usage, *Measurement Instruments, *Sociocultural Patterns, Sociolinguistics
Identifiers-*Profiles

Three questionnaires are offered as language planning aids. These instruments measure variables in language background, language behavior, and language policy, particularly in situations where two or more dialects of languages are used. The first questionnaire asks 60 questions designed to form a language background profile of an individual. The second elicits an individual's history of language behavior on a time scale. The third questionnaire is a guide to obtaining a sociolinguistic community profile for language policy and educational programs. (JB)

ED 177 885 FL 010 604

Mackey, William F.

The Contextual Revolt in Language Teaching: Its Theoretical Foundations.

Laval Univ., Quebec (Quebec). International Center for Research on
Bilingualism.
Pub Date-77
Note-29p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Applied Linguistics, *Language Instruction, *Linguistic
Theory, *Pragmatics, Psycholinguistics, *Second Language Learning,
Semantics, *Sociolinguistics
Identifiers-*Contextualization

The natural process of learning language is to concentrate on what we mean, not only on how we are saying it. What we mean is dependent upon the context in which we speak. This context in turn depends on the society or the speech-community in which our speech act takes place. To be a member of a speech community is to know what language behavior fits what situation. In this sense, language is essentially a function of society, and each society has the language it needs in order to function. If sociolinguistics has to refer to people and to their use of language, it cannot be divorced from linguistics or be studied as an autonomous science. The abstraction of sociolinguistics, psycholinguistics, and even pragmatics from language as people speak it has hampered the development of effective second language teaching methods. (Author/JB)

ED 177 886 FL 010 608

Mackey, William Francis

L'irredentisme linguistique: Une enquete temoin (Linguistic Irredentism: An Investigation Model).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-78

Note-34p.

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Civil Rights, Educational Policy, *Language Attitudes, *Language Maintenance, *Language Planning, Language Research, *Language Usage, Minority Groups, Policy Formation, Politics, *Public Opinion, Public Policy, Second Language Learning, Self Determination, Sociocultural Patterns, *Surveys

Identifiers-*Irish (Modern)

A study was conducted in Ireland of the mechanisms of linguistic change and the effects of a politics of linguistic irredentism on the language behavior of the population. The objectives of the study were: (1) to discover the nature and the importance of people's attitudes toward the Irish language and its restoration, and (2) to ascertain the degree of public support for political measures aimed at restoring the language. Because the success of language-related politics depends on public behavior as much as public opinion, it was necessary to discover factors favoring the learning and usage of the language, as well as factors mediating between public opinion and learning the language on one hand and knowledge and use of it on the other. Preliminary research was done in order to derive the data for the opinion poll in the main portion of the study that would be based on real opinions and not opinions the people were supposed to have. The results of the study were analyzed under four headings: linguistic competence, utilization of the language, language attitudes and the inter-relationship among these three factors. The conclusions considered valid for all linguistic minorities were that political independence alone does not insure linguistic survival, and that intensive compaigns promoting the language can intensify positive attitudes by they will not necessarily modify language behavior. (AMH)

ED 177 887 FL 010 623

Omaggio, Alice C.

Games and Simulations in the Foreign Language Classroom. Language in Education.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-66p.
Available from-Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($5.95)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Chinese, *Classroom Games, Comprehension, Culture, *Educational Games, French, Games, German, Grammar, Italian, *Language Instruction, Language Skills, *Learning Activities, Postsecondary Education, Role Playing, Russian, Secondary Education, Second Language Learning, *Simulation, *Skill Development, Spanish, Speech Communication, Teaching Methods, Vocabulary
Identifiers-Information Analysis Products

This paper presents some of the materials available for games and simulation activities in the foreign language classroom and organizes the materials in terms of their usefulness for reaching specific instructional objectives. The list of games and simulations represents a wide variety of activities that can be used in the development of various skills in any second language. Sample games are provided in French, German, Russian, Spanish, Chinese and Italian. Each game has been analyzed to determine its particular objective in language skills development and has been integrated into a simplified taxonomic structure of language-learning tasks. These tasks progress from simple to complex. The first half of the compilation includes games that are designed to strengthen students' command of discrete linguistic features of the second language; the second half includes games that require more complex communicative operations. Games in the first section, Knowledge of Specifics,'' focus on mastery of language forms; those in the section entitled Development of Communication Skills,'' focus on the meaning of the message communicated. The description of each game includes the purpose, level, directions for play, materials needed, and the source. (Author/AMH)

ED 177 888 FL 010 629

Albanian: Basic Course. Basic Situations.

Defense Language Inst., Monterey, Calif.

Pub Date-Jun 70

Note-124p.; For related documents, see FL 010 626-628 and FL 010 630-648

Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Language-Albanian; English

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Education, *Albanian, *Audiolingual Methods, *Classroom Materials, Glossaries, Grammar, Idioms, *Instructional Materials, *Language Instruction, Postsecondary Education, *Second Language Learning, Speech Communication, Uncommonly Taught Languages, Vocabulary

The purpose of this volume is to provide the student with a vehicle for reviewing the grammar and vocabulary of Lessons 1-120 of Albanian: Basic Course, and, with practice and the help of new words and idioms, increasing his fluency and scope of expression. The volume contains eleven units, each unit describing a situation, which in turn is broken down into five sub-situations. Each sub-situation consists of cartoons, a short description for each frame of the cartoons, and a glossary. The situations are intended as a framework for homework assignments and free classroom discussion. (Author/JB)

Albanian: Basic Course. Supplementary Reader, Vol. 3.
Defense Language Inst., Monterey, Calif.
Pub Date-Feb 74
Note-229p.; For related documents, see FL 010 626-629 and FL 010 631-648 ; Photographs may not reproduce clearly
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Language-Albanian; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Adult Education, *Albanian, *Audiolingual Methods, Classroom Materials, *Instructional Materials, *Language Instruction, Postsecondary Education, Reading Comprehension, Reading Instruction, *Reading Materials, *Second Language Learning, Speech Communication, Uncommonly Taught Languages

This volume of 31 readings of five to ten pages each is intended as a supplement to the advanced level of "Albanian: Basic Course." The readings were selected to include formal, informal, and functional language. The material is intended as the basis of both homework assignments and classroom exercises. (JB)

ED 177 890 FL 010 631

Albanian: Basic Course. Military Interpreting Practice, Vol. 1.
Defense Language Inst., Monterey, Calif.
Pub Date-Jul 66
Note-84p.; For related documents, see FL 010 626-630 and FL 010 632-648
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Language-Albanian; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, *Albanian, Audiolingual Methods, *Classroom Materials, Glossaries, *Instructional Materials, *Language Instruction, *Military Science, Postsecondary Education, *Second Language Learning, Speech Communication, Uncommonly Taught Languages, Word Lists

This first of two volumes presents materials designed to supplement Albanian: Basic Course'' in the area of military science. The first section consists of parallel lists of questions on military subjects in English and Albanian. The second section is a list of 200 military questions in Albanian only. The third section is an English-Albanian words list of military terms. (JB)

ED 177 891 FL 010 632

Albanian. Supplementary Materials: Military Interpreting Practice, Vol. 2.

Defense Language Inst., Monterey, Calif.
Pub Date-Jan 66
Note-138p.; For related documents, see FL 010 626-631 and FL 010 633-648
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Language-Albanian
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adult Education, *Albanian, Audiolingual Methods, *Classroom Materials, *Instructional Materials, *Language Instruction, *Military Science, Postsecondary Education, *Second Language Learning, Speech Communication, Uncommonly Taught Languages

This second of two volumes presents material designed to supplement "Albanian: Basic Course" in the area of military science. A series of question-and-answer exchanges, under various subject headings, is presented in Albanian only. (JB)

ED 177 892 FL 010 633

Albanian. Supplementary Reader, Part 1.
Defense Language Inst., Monterey, Calif.
Pub Date-Aug 65
Note-108p.; For related documents, see FL 010 626-632 and FL 010 634-648
Available from-Defense Language Institute, Foreign Language Center,
  Nonresident Instruction Division, Presidio of Monterey, CA 93940
Language-Albanian
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Education, *Albanian, Audiolingual Methods, *Classroom
  Materials, *Instructional Materials, *Language Instruction,
  Postsecondary Education, Reading Comprehension, *Reading Materials,
  *Second Language Learning, Speech Communication, Uncommonly Taught
  Languages

The 73 readings in this volume average one page each in length and are intended as a supplement to "Albanian: Basic Course." (JB)

ED 177 893 FL 010 635

Albanian. Verbs: Reference Material.

Defense Language Inst., Monterey, Calif.
Pub Date-Dec 64
Note-96p.; For related documents, see FL 010 626-634 and FL 010 636-648
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Language-Albanian; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, *Albanian, *Audiolingual Methods, Classroom Materials, *Instructional Materials, *Language Instruction, Postsecondary Education, *Second Language Learning, Speech Communication, Uncommonly Taught Languages, *Verbs
Identifiers-Paradigm, *Tense (Verbs)

This supplementary volume to ``Albanian: Basic Course'' is divided into two sections. The first is a summary of Albanian verb forms (tense and mood) and their use. The second section consists of a set of paradigms for the conjugation of regular and irregular Albanian verbs. (JB)

ED 177 894 FL 010 636

Albanian: Basic Course. Development of Albanian Economy.

Defense Language Inst., Monterey, Calif.
Pub Date-May 65
Note-37p.; For related documents, see FL 010 626-635 and FL 010 637-648
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agriculture, Communism, Culture, *Economic Development, *Economics, *Industry, *Instructional Materials
Identifiers-*Albania, *Foreign Trade

This volume is intended as a supplement to "Albanian: Basic Course." The development of the Albanian economy and its status at the time the document was published are discussed in terms of industry, agriculture, and foreign trade. (JB)

ED 177 895 FL 010 687

High, Virginia Lacastro

Les systemes approximatifs et l'enseignement des langues secondes (Approximative Systems and the Teaching of Second Languages).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-78
Note-105p.
Language-French
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Cognitive Processes, Communicative Competence (Languages), *Error Analysis (Language), Error Patterns, French, *Language Instruction, Language Learning Levels, *Language Patterns, *Language Processing, Language Research, Language Skills, Language Variation, Morphology (Languages), Phonology, Pidgins, Psycholinguistics, *Second Language Learning, Sociolinguistics, Syntax, Teaching Methods
Identifiers-*Interlanguage

Errors can be considered concrete representations of stages through which one must go in order to acquire one's native language and a second language. It has been discovered that certain errors appear systematically, revealing an approximate system, or interlanguage,'' behind the erroneous utterances. Present research in second language acquisition is largely concerned with these approximate systems in order to characterize the learner's psychological process operative in the creation of such systems. Researchers intended to use the data to develop a new approach to language instruction that would facilitate the learning task and make the acquisition of the second language more efficient. The present study concentrates on: (1) an analysis of the more important theoretical and experimental studies in error analysis and the concept of interlanguage, and (2) the bearing of this research on second language instruction. Concepts related to language teaching are clarified and developed, such as selection and ordering of things to be taught, scientific versus pedagogical grammar, and communicative versus linguistic competence. The concept of teaching reduced systems based on learners' needs rather than the whole language is considered, and a proposal is made for the establishment of a reduced system that could serve as a basis for teaching methods and materials. Three specific aspects of reduced systems'' are treated: phonological, lexical, and morphosyntatic. (AMH)

ED 177 896 FL 010 690

Felix, Sascha W.

Early Syntactic Development in First and Second Language Acquisition.

Pub Date-Jun 77
Note-14p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, CA, February 11-13, 1977)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Language, Error Analysis (Language), Grammar, *Language Development, *Language Patterns, *Language Processing, Language Research, *Language Skills, Psycholinguistics, *Second Language Learning, Sentences, Sentence Structure, Speech Communication, *Syntax

Research indicates that first (L1) and second language (L2) acquisition involve some of the same processes, yet L2 learners apparently acquire the structures of the target language in a systematic way by passing through a sequence of developmental stages. This study shows that in the earliest stages of syntactic development the L2 learner's linguistic competence is fundamentally different from that attributed to a child acquiring his native language. It is argued that L1 learners construct their earliest multi-word utterances on the basis of the conceptual properties underlying lexical items until they discover the syntactic principle of natural languages. In contrast, L2 learners will skip the pre-syntactic stages of L1 development because they are familiar with the syntactic principle through L1 experience. Data from two children, aged 7 and 5 years, who are acquiring German in a natural environment, corroborate the hypothesis. The data show that the L2 learners acquired the different types of sentences successively, and that they used one specific word order pattern for each grammatical relation. This pattern could always be matched with corresponding structures of the adult language. It seems that because the L2 learner already knows the syntactic principle of language, only those utternaces will occur which reflect syntactic properties of the target language. (AMH)

ED 177 897 FL 010 693

Schwartz, Joan

Extralinguistic Features in Conversational Repairs of Adult Second Language Learners.

Pub Date-Jun 77
Note-12p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, CA, February 11-13, 1977)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Students, *Body Language, Discourse Analysis, English (Second Language), *Error Analysis (Language), Language Research, *Nonverbal Communication, *Paralinguistics, *Second Language Learning, *Speech Communication, Speech Habits
Identifiers-*Repairs (Language)

Conversations between adult students of English as a second language were recorded, transcribed, and analyzed in order to establish principles of extralinguistic conversational repair technique among second language learners. A variety of gestural and kinesic features were discovered; these are described in detail and their use is contextualized with examples from the conversations. (JB)

ED 177 898 FL 010 715

Staub/e, Ann-Marie E.

An Exploratory Analogy Between Decreolization and Second Language Acquisition: Negation.

Pub Date-Jun 77

Note-17p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, CA, February 11-13, 1977)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Creoles, *Culture Contact, *English (Second Language), Language Research, Language Usage, Language Variation, *Negative Forms (Language), *Second Language Learning, Spanish Speaking, Standard Spoken Usage, Syntax

Identifiers-*Decreolization, *Guyanese Creole

The language development processes of decreolization and second language acquisition are compared. The decreolization of Guyanese creole negation and the acquisition of the English negative by an adult Spanish speaker are described. Each process is seen as a series of internal changes on a continuum of developmental stages which bring speakers progressively closer to a model. A strong link is suggested between adult language acquisition processes and degree and strength of culture contact. (JB)

Bruzzese, Giannia

English/Italian Secondary Hybridization. A Case Study of the Pidginization of a Second Language Learner's Speech.

Pub Date-Jun 77
Note-12p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, CA, February 11-13, 1977)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Code Switching (Language), Cultural Awareness, Cultural Context, *English (Second Language), Italian, *Italian Americans, Language Patterns, Language Proficiency, Language Research, Language Variation, *Linguistic Borrowing, *Pidgins, *Second Language Learning, Social Environment, Social Factors, Sociolinguistics
Identifiers-Interlanguage

A detailed analysis of an Italian-American woman's speech is presented, and her interlanguage patterns are discussed in relation to a pidginization hypothesis. Data are presented on the following speech characteristics of the woman: free speech negatives, interrogatives, and present and past tense constructions. Her language is shown to be fossilized and also pidginized in the sense that is represents secondary hybridization. It is maintained that secondary hybridization (the interlanguage resulting from communication between second language learners and target language speakers) is legitimate pidginization. The impact that social and psychological factors played in the woman's speech when she first came to America and during the last 15 to 20 years is analyzed. (SW)

ED 177 900 FL 010 720

Agnello, Francesca

Exploring the Pidginization Hypothesis: A Study of Three Fossilized Negation Systems.

Pub Date-Jun 77

Note-12p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Learning, Cultural Factors, *English (Second Language), *Language Processing, Language Research, Language Skills, *Language Variation, Learning Theories, *Negative Forms (Language), *Pidgins, Psycholinguistics, *Second Language Learning, Social Factors, Sociolinguistics

Identifiers-*Interlanguage

This report describes the use of the English negative by three adult second language learners, and relates the findings to Schumann's pidginization hypothesis. This hypothesis states that a particular subject's restricted English was the result of his social and possibly also his psychological distance from English speakers. In order to provide insight into the question, interlanguage is considered here as legitimate pidginization. Each subject in the present study participated in three to four hours of taped conversation with the experimenter. The negative utterances were taken from the transcriptions and glossed according to their syntactical form. The data are discussed and compared with two other second language learners who also appear to exhibit social and/or psychological distance from the target language group. In the concluding stage of the study, a comparison is made of the findings with Schummann's pidginization hypothesis. A discrepancy is found between the data in this study and the pidginization hypothesis. Rather than finding a similar negative pattern among all subjects, certain differences were found in the level of correct acquisition of the negative particle. (AMH)

ED 177 901 FL 010 722

Walsh, Terrence M. Diller, Karl C.

Neurolinguistic Foundations to Methods of Teaching a Second Language.

Pub Date-Jun 77
Note-15p.: Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, CA, February 11-13, 1977)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, *Language Development, Language Instruction, *Language Processing, Language Research, Linguistic Theory, *Neurolinguistics, Neurological Organization, Psycholinguistics, *Second Language Learning, *Teaching Methods

Applied linguistic theory is examined in light of neuroscientific knowledge, especially in regard to the structure and function of the cerebral cortex, in order to illuminate the process and methods of teaching or learning language. Wernicke's Area and Broca's Area are parts of the brain that have been associated with language function. Topographical representation and functional aspects of these two areas are discussed. The learning of a second language would seem to have in common with the learning of the first language the functioning of Wernicke's Area and Broca's Area. It also seems clear that very different neural pathways and mechanisms are employed by students using different methods of foreign language teaching. Cortical areas thought to be associated with each of the following teaching methods are discussed: audio-lingual pattern drill; empiricist-behaviorist learning theory approach; and an approach in which no emphasis is placed on word-object association. (SW)

ED 177 902 FL 010 738

Sung, Robert

Golden Mountain Reading Series. Level 2.

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-150p.; For related documents see FL 010 564
Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140
Language-Chinese
Pub Type- Creative Works (030) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Bilingual Education, *Chinese, *Chinese Culture, *Cultural Background, Cultural Education, Elementary Education, Ideography, *Language Instruction, Reading, Reading Instruction, *Reading Materials, Writing Exercises

This reading series was developed as a means to educate Chinese-American elementary school children in Chinese reading, writing, and culture. The text covers the following topics: Chinese literature, Chinese and American history, famous people, general knowledge, Chinese letter writing, the four seasons, and the major Chinese and American festivals and holidays. For each lesson student worksheets are available on word usage and Chinese calligraphy. Tests to be given after certain lessons are also available. Each lesson in this book is illustrated with pen and ink drawings. (Author/AMH)

ED 177 903 FL 010 740

Abdulaziz, Mohamed H. Fox, Melvin J.

Evaluation Report on Survey of Language Use and Language Teaching of Eastern Africa.

Ford Foundation, New York, N.Y.
Pub Date-Sep 78
Note-162p.; Parts may be marginally legible
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*African Languages, Bibliographies, Foundation Programs, Information Dissemination, *Language Instruction, *Language Planning, Language Programs, Language Research, *Language Standardization, *Language Usage, *Policy Formation, Sociolinguistics, Summative Evaluation, Surveys
Identifiers-*Africa (East), Ethiopia, Kenya, Tanzania, Uganda, Zambia

A survey was conducted from 1967 to 1970 with the following goals: (1) to gather information on the use and teaching of languages in Ethiopia, Kenya, Tanzania, Uganda, and Zambia; (2) to stimulate research and development in linguistics and language pedagogy in East Africa; (3) to assist in strengthening the resources of East African institutions concerned with language arts and sciences; and (4) to foster close intraregional and international relations among linguists. These goals were met by the preparation of five country studies for publication in monograph form, support of local research and language development projects, scholarships for graduate study in linguistics by East Africans, and the dissemination of information through special publications and regional conferences. This report describes the organization of the project and evaluates the effect of that organization on the success of the project. A number of deficiencies are uncovered, but it is concluded that the project was extremely effective in: (1) improving the level of native training in linguistics, (2) collecting and disseminating information on the language situation in individual countries, and (3) making language planning a major issue for continued consideration at the national and international levels. Appendices include a bibliography and a review of the country studies. (JB)

ED 177 904 FL 010 743

Strasheim, Lorraine A.
Foreign Languages in the Average'' School Situation. Where are We?
Pub Date-12 Dec 78
Note-20p.
Journal Cit-The Arizona Foreign Language Teachers' Forum; v26 n4 p1-19 Apr 1979
Pub Type- Reports - Evaluative (142) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Assessment, Elementary Secondary Education, *Language Instruction, *Language Programs, Postsecondary Education, *Program Planning, *Second Language Learning, *Statistical Data, Teacher Education
Identifiers-*Indiana, Presidents Commission on Foreign Lang Intl Studies

This outline of the current status of foreign language education in Indiana was presented to a panel from the President's Commission on Foreign Language and International Studies. Foreign language instruction at all levels is discussed with the support of statistics, and recommendations are made for mitigating deficiencies in existing programs. Long-range program planning possibilities are treated in preparation for the foreign language learning needs of the 21st century. (JB)

ED 177 905 FL 010 744

Verdoodt, Albert

Linguistic Tensions in Canadian and Belgian Labor Unions: A Comparative Analysis Based on the Interrelationship between Pursued Objectives and the Accompanying Organizational Structure.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-77

Note-51p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Dutch, English, French, *Industrial Relations, *Labor Problems, *Labor Unions, *Language Attitudes, *Language Role, Social Science Research, Sociolinguistics

Identifiers-*Belgians, Belgium, Canada (French Provinces), *Canadians, Flemings, Walloons

The relationships between language groups in labor unions in Canada and Belgium are examined. Details of the labor movement in the two countries and characteristics of specific unions are discussed. It is concluded that, while the situation between French and Dutch speakers in Belgian unions appears stable, linguistic relations between French and English speakers in Canadian unions are characterized by a high degree of instability and tension. (JB)

Manning, Phyllis J.

From a Bird's Eye View to a Worm's Eye View: A Comprehension-Based Program of Foreign Language Instruction.

Pub Date-78
Note-29p.; Document presented at The Joint Southern Conference on Language Teaching and Texas Foreign Language Association Conference (San Antonio, TX, October 19-21, 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Comprehension Development, *German, Higher Education, *Language Instruction, Language Skills, Learning Activities, Learning Processes, Listening Comprehension, Reading Comprehension, Secondary Education, *Second Language Learning, *Skill Development, Speech Skills, *Teaching Methods, Teaching Techniques

The language teaching method presented here is an inter-related set of techniques for teaching target comprehension skills directly to students on both university and high school levels. Three elements of the method are discussed: (1) the basics of a comprehension-based classroom; (2) the expanded speaking component; and (3) the expanded reading component. The discussion of ``basics'' centers on the modification of the ``total physical response method'' and the degree of error-correction used. The second section describes some speaking activities that were used in a two-week summer camp for high school students in second and third semester German. The third section treats instruction on the university level in reading for an explicit information-gathering purpose. In view of this objective, training was provided in reading strategies from very early in the course. In a method such as this one, the burden of proving to the student that intelligent gussing will be as ``rewarding'' as memorization falls upon the teacher. Intelligent wrong answers to problem-solving tasks are to be rewarded as well as grammatically incorrect but comprehensible answers to informational questions. Training in listening and reading techniques, data gathering and analysis, and inference-making skills is beneficial to the student in approaching any language, including the native language. (AMH)

ED 177 907 FL 010 762

Teaching English to the Lao. General Information Series, No. 19. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.

Pub Date-Jul 79

Note-57p.

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Alphabets, *English (Second Language), Grammar, *Indochinese, *Language Instruction, *Lao, Phonology, *Pronunciation Instruction, *Refugees, *Second Language Learning, Sentence Structure

This guide provides information on the Lao language and alphabet for teachers of English to ethnic Lao refugees. Twenty-seven English pronunciation lessons dealing with the particular problems of Lao speakers learning English are included. Lao words are written in a phonetic Roman alphabet. An annotated bibliography of resources is appended. (JB)

ED 177 908 FL 010 765

Guardarrama, Eduardo

Un Sueno Musical (A Musical Dream).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 78

Note-21p.; Color drawings will not reproduce well

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, MA 02140 ($2.50)

Language-Spanish

Pub Type- Creative Works (030) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, Childrens Literature, Folk Culture, *Instructional Materials, Language Instruction, Music, Primary Education, *Puerto Rican Culture, Puerto Ricans, *Reading Instruction, *Reading Materials, Second Language Learning, *Spanish

Identifiers-*Bilingual Materials

This children's reader, in Spanish, is intended for children in grades 1-3 in a bilingual education setting. It tells about the cultural contribution of the Indians, Spaniards, and Blacks to Puerto Rican music. (NCR)

ED 177 909 FL 010 803

Dirks, Moses

Kdam Ilan Hunax (Hole in the Ice).

Alaska Univ., Anchorage. National Bilingual Materials Development Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-G007605457

Note-44p.; Some pages may be difficult to read due to broken type in original document

Available from-National Bilingual Materials Development Center, University of Alaska, 2223 Spenard Road, Anchorage, AK 99503

Language-Western Aleut

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alaska Natives, *Bilingual Education, Elementary Education, *Eskimo Aleut Languages, Eskimos, *Language Instruction, Reading, *Reading Instruction, *Reading Materials, Uncommonly Taught Languages

Identifiers-*Alaska, Bilingual Education Act 1968, Elementary Secondary Act Title VII

This elementary reader in Western Aleut is intended for use in a bilingual education setting. Each page of text is illustrated with pen-and-ink drawings. (AMH)

ED 177 910 FL 010 804

Wassillie, Albert
Nagenaga Duch'deldih. Vada? Yada tu'i? (What Are They Doing? Where Are They Doing It?).
Alaska Univ., Anchorage. National Bilingual Materials Development Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007605457
Note-45p.
Available from-National Bilingual Materials Development Center, University of Alaska 2223 Spenard Road, Anchorage, AK 99503
Language-Athapascan
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Alaska Natives, American Indian Languages, *Athapascan Languages, *Bilingual Education, Elementary Education, *Language Instruction, Reading, *Reading Instruction, *Reading Materials, Uncommonly Taught Languages
Identifiers-*Alaska, Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This elementary reader in Dena'ina Athapascan is intended for use in a bilingual education setting. Each page of text is illustrated in pen-and-ink drawings. (AMH)

Jones, Eliza
Dinaakk'a Bidots'uhdil'Eeghe. Dotot'eek? Daaghat'eek? (What Will He Do? What Did He Do?).
Alaska Univ., Anchorage. National Bilingual Materials Development Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G007605457
Note-32p.
Available from-National Bilingual Materials Development Center, University of Alaska, 2223 Spenard Road, Anchorage, AK 99503
Language-Athapascan
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Alaska Natives, American Indian Languages, *Athapascan Languages, *Bilingual Education, Elementary Education, *Language Instruction, Reading, *Reading Instruction, *Reading Materials, Uncommonly Taught Languages
Identifiers-*Alaska, Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This elementary reader in Central Kayukan Athapascan is intended for use in a bilingual education setting. Each page of text is illustrated with pen-and-ink drawings. (AMH)

ED 177 912 FL 010 806

Paukan, Andy

Caliarkat Qaneryaramek Elicalriani. Una cauga? Caksuumasiu? (What Is It? What Can You Do With It?).

Alaska Univ., Anchorage. National Bilingual Materials Development Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-G007605457

Note-28p.

Available from-National Bilingual Materials Development Center, University of Alaska, 2223 Spenard Road, Anchorage, AK 99503

Language-Yupik

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alaska Natives, *Bilingual Education, Elementary Education, *Eskimo Aleut Languages, Eskimos, Grammar, *Language Instruction, Reading, *Reading Instruction, *Reading Materials, Sentences, Uncommonly Taught Languages

Identifiers-*Alaska, Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, Yupik

This elementary reader in Central Yupik is intended for use in a bilingual education setting. Each page of text is illustrated with pen-and-ink drawings. (AMH)

ED 177 913 FL 010 807

Sun, Susie

Sulhich Uqayusritiksrakum Qanuqpich? (What Did you Say?)

Alaska Univ., Anchorage. National Bilingual Materials Development Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007605457
Note-25p.
Available from-National Bilingual Materials Development Center, University of Alaska, 2223 Spenard Road, Anchorage, AK 99503
Language-Inupiat
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Alaska Natives, American Indian Education, American Indian Languages, *Athapascan Languages, *Bilingual Education, Elementary Education, Grammar, *Language Instruction, Reading, *Reading Instruction, *Reading Materials, Sentences, Uncommonly Taught Languages
Identifiers-Alaska, Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *Inupiat

This elementary Inupiat reader is intended for use in a bilingual education setting. Each page of text is illustrated with pen-and-ink drawings. (AMH)

ED 177 914 FL 010 808

Swan, Oscar Sun, Susie

Uqalikun Ilirvidsrat. Suna nakuagivinun? Suliquivich? (What Do You Like? What Are You Doing?).

Alaska Univ., Anchorage. National Bilingual Materials Development Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Grant-G007605457

Note-45p.

Available from-National Bilingual Materials Development Center, University of Alaska, 2223 Spenard Road, Anchorage, AK 99503

Language-Inupiat-Kivalina

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alaska Natives, American Indian Education, American Indian Languages, *Athapascan Languages, *Bilingual Education, Elementary Education, Grammar, *Language Instruction, Reading, *Reading Instruction, *Reading Materials, Sentences, Uncommonly Taught Languages

Identifiers-Alaska, Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *Inupiat

This elementary reader in Inupiat-Kivalina is intended for use in a bilingual education setting. Each page of text is illustrated with pen-and-ink drawings. (AMH)

ED 177 915 FL 010 809

Mensoff, Olga

Tunum Achigaasingin. Qanasanax? Qanaangasax? (How Much? How Many?).

Alaska Univ., Anchorage. National Bilingual Materials Development Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Grant-G007605457

Note-43p.; May not reproduce clearly due to colored background

Available from-National Bilingual Materials Development Center, University of Alaska, 2223 Spenard Road, Anchorage, AK 99503

Language-Aleut

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alaska Natives, *Bilingual Education, Elementary Education, *Eskimo Aleut Languages, Eskimos, Grammar, *Language Instruction, Reading, *Reading Instruction, *Reading Materials, Sentences, Uncommonly Taught Languages

Identifiers-Alaska, Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This elementary reader in Eastern Aleut is intended for use in a bilingual education setting. Each page of text is illustrated with pen-and-ink drawings. (AMH)

ED 177 916 FL 010 810

John, Alfred Milanowski, Paul

Shyah (My House).

Alaska Univ., Anchorage. National Bilingual Materials Development Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Grant-G007605457

Note-29p.

Available from-National Bilingual Materials Development Center, University of Alaska, 2223 Spenard Road, Anchorage, AK 99503

Language-Tetlin Athapascan

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alaska Natives, American Indian Education, American Indian Languages, *Athapascan Languages, *Bilingual Education, Elementary Education, *Language Instruction, Reading, *Reading Instruction, *Reading Materials, Uncommonly Taught Languages

Identifiers-Alaska, Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *Upper Tanana Athapaskan

This elementary reader in upper Tanana Athapaskan is intended for use in a bilingual education setting. Each page of text is illustrated with pen-and ink drawings. (AMH)

ED 177 917 FL 010 811

Casalucan, Ernest

Ako Ay Nagtatrabaho (Work in the Home).

Alaska Univ., Anchorage. National Bilingual Materials Development Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-G007605457

Note-28p.

Available from-National Bilingual Materials Development Center, University of Alaska, 2223 Spenard Road, Anchorage, AK 99503

Language-Filipino

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alaska Natives, *Bilingual Education, Childrens Literature, Elementary Education, *Language Instruction, Malayo Polynesian Languages, Reading, *Reading Instruction, *Reading Materials, Uncommonly Taught Languages

Identifiers-*Alaska, Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, Philippine Languages

This elementary Filipino reader is intended for use in a bilingual education setting. Each page of text is illustrated with pen-and-ink drawings. (AMH)

ED 177 918 FL 010 812

Units in Language Learning. Chuami? Qanu Ataa (Why? Because...).
Alaska Univ., Anchorage. National Bilingual Materials Development Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007605457
Note-33p.; May not reproduce clearly due to colored background
Available from-National Bilingual Materials Development Center, University of Alaska, 2223 Spenard Road, Anchorage, AK 99503
Language-Inupiat
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Alaska Natives, American Indian Languages, *Athapascan Languages, *Bilingual Education, Elementary Education, *Language Instruction, Reading, *Reading Instruction, *Reading Materials, Uncommonly Taught Languages
Identifiers-*Alaska, Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This primer in White Mountain Inupiat is intended for use in a bilingual education setting. Each page of text is illustrated with pen-and-ink drawings. (AMH)

ED 177 919 FL 010 813

Petruska, Betty

Dinakinaja' Ik'ats'olnish. Mada Heye? Hondo heye? (Which? Whose?).

Alaska Univ., Anchorage. National Bilingual Materials Development Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Grant-G007605457

Note-24p.

Available from-National Bilingual Materials Development Center, University of Alaska, 2223 Spenard Road, Anchorage, AK 99503

Language-Athapascan

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Alaska Natives, American Indian Languages, *Athapascan Languages, *Bilingual Education, Culture, Elementary Education, Folk Culture, *Language Instruction, Reading, *Reading Instruction, *Reading Materials, Uncommonly Taught Languages

Identifiers-*Alaska, Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This elementary Athapascan reader is intended for use in a bilingual education setting. Each page of text is illustrated with pen-and-ink drawings. (AMH)

ED 177 920 FL 010 816

Actes/Proceedings, Canadian Association of Applied Linguistics, 3rd Annual Meeting.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-73

Note-132p.; Proceedings of the Annual Meeting of the Canadian Association of Applied Linguistics (3rd, Montreal, Quebec, May 1972)

Language-English; French; German

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Applied Linguistics, Audiovisual Instruction, Basic Skills, Elementary Secondary Education, English (Second Language), Fles, Higher Education, *Language Instruction, Language Patterns, *Language Research, *Learning Theories, Listening Comprehension, Personality, Psycholinguistics, Psychology, Reading Processes, *Second Language Learning, Sociolinguistics, Vocabulary, Word Frequency

These proceedings on applied linguistics and language learning contain the following papers: (1) Audio-visual and Applied Linguistics; The State of the Question,'' by V. Ferenczi (in French); (2) Research in Fundamental Language: The State of the Question,'' by B. Pottier (in French); (3) Psycholinguistic Insights into Language Learning,'' by F. Smith; (4) Applied Linguistics and Language Learning: The Role of Psychology,'' by W. von Raffler Engel (in French); (5) Reading and Writing in the Teaching of Second Languages at the Elementary Level,'' by Mme A. J. Game (in French); (6) Fundamental Languages: Studies and Applications,'' by R. LeBlanc (in French); (7) English Language Teaching to French Speaking Students at a Bilingual University,'' by M. Massey; (8) Personality and Foreign Language Learning,'' by F. Neufeld; (9) Some Reflexions on Lexical Studies, and their Applications to the Teaching of English as a Second Language,'' by E. Pressman; (10) Audio Visual and Second Language Learning at the Secondary Level,'' by J. J. Van Vlasselaer (in French); (11) A New Perspective on Listening Comprehension; Reading and Second-Language Comprehension A Useful Analogy?'' by J. Woodsworth; and (12) German: Theory and Teaching Practices,'' by W. Bausenhart (in German). (AMH)

Yalow, Rosalyn
The Impact on Academic Medicine.
Pub Date-78
Note-11p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Access to Education, *Affirmative Action, *Females, Futures (of Society), Higher Education, *Medical Education, *Medicine, Selective Admission, *Sex Discrimination, Sex Stereotypes, Social Discrimination, Women Professors, Womens Education, Womens Studies

The impact of women on the field of academic medicine is examined. The failure of women to have reached positions of leadership is discussed and this failure is accredited to social and professional discrimination. It is noted that the leaders of American medicine today were trained during or immediately following World War II. However, at that time there existed tremendous professional discrimination against women in admission to medical school and social pressures to discourage women from professional careers. The Veterans Administration and other government agencies have been leaders in providing women access into the field of medicine. It is suggested that this is due to consistent enforcement over an extended period of time of a nondiscriminatory, affirmative action policy. This program has allowed an increasing number of women to follow a path of upward mobility within the Veterans Administration and government medical agencies. The proportion of women in medicine is increasing rapidly and this is viewed as one of the conditions necessary to insure that women have a significant impact on academic medicine. However, it is suggested that the fundamental problem concerns how women see themselves and how the social group views them in terms of their aspirations and capabilities. (SF)

ED 177 922 HE 010 530

Sachsenmeier, Peter

Correspondence Courses: A Guide for Authors of Course Units. A Report of Some Experiences and Practices at the Open University.

German Foundation for International Development, Bonn (West Germany). Education, Science and Documentation Div.
Pub Date-Jun 78
Note-15p.
Available from-German Foundation for International Development, Education and Science Branch, Simrockstr. 1, 5300 Bonn, West Germany
Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Authors, Consultants, *Correspondence Courses, *Curriculum Development, Curriculum Guides, Foreign Countries, *Guidelines, Higher Education, *Publications, *Textbook Content, *Textbook Preparation
Identifiers-Kenya, Open University (Great Britain)

A guide for authors of correspondence course units is presented to aid staff and consultants who will develop a correspondence cum residential course in curriculum development at the Kenya Institute of Education. The guide is based on observations at the Open University at Milton Keynes. The following areas are considered: the contribution of consultants, the length and level of the correspondence text, objectives of the text, activities and self-assessment questions within the text, types of readings specified in correspondence texts, tutor marked assignments and final examinations, and stages of production of course units at the Open University. The following stages of production are described: synopsis, draft I, draft II, faculty editing, developmental testing, external assessment, draft III, faculty editing, and handover. Additional matters include galley proofs, deadlines, text references, copyright issues, illustrations, and format and style. (SW)

ED 177 923 HE 011 091

Hookham, Maurice Holloway, Clive

Patterns of Inequality. Unit 3, The Philosophy of Equality and Inequality. Unit 4, Personal Inequality as an Ideological Concept.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date-76

Note-90p.

Available from-The Open University, Walton, Milton Keynes, MK7 6AA, England

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*College Curriculum, Evolution, *External Degree Programs, Foreign Countries, Higher Education, *Intelligence, *Philosophy, *Political Issues, *Social Factors, Social Sciences, Textbooks, Theories

Identifiers-*Open University (Great Britain)

Open University course units are presented on the philosophy of equality and inequality (Unit 3) and on personal inequality as an ideological concept (Unit 4). The substance of Unit 3 consists of extracts from the writings of eight philosophers. The role of the philosopher in forming legitimatizing ideologies is also illustrated. The eight philosophers are: H. Ireton, J.-J. Rousseau, A. de Tocqueville, J. S. Mill, K. Marx, J. F. Stephen, F. Nietzsche, and R. H. Tawney. The aims of Unit 4 are to examine: (1) the concept of personal inequality and its value in interpreting social patterns of inequality, and (2) the concept of innate or natural endowment. The first major section traces the origins of the concept of innate intelligence by examining Darwin's theory of evolution, evaluates its implication for views on the nature of society, and traces the Eugenics movement from its origins in the work of Galton. The scientific and political reactions to doctrinaire forms of biological determinism, the relationship between scientific and ideological thought, and reasons for the continued use of a concept of inherited intelligence are discussed. The development of the intelligence testing movement and further implications are also considered. Questions are presented at the beginning of each unit, and outline answers are given at the end of the unit. References and bibliographic citations are also included. (SW)

ED 177 924 HE 011 092

Taylor, John A.

The Open University Is for You.

Pub Date- 79

Note-37p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Cooperation, College Curriculum, *Curriculum Development, *External Degree Programs, Higher Education, Independent Study, *Instructional Innovation, *Instructional Materials, International Educational Exchange, Pilot Projects, Technology Transfer

Identifiers-*Open University (Great Britain), *Southern Illinois University Edwardsville

Implementation of Open University courses from Great Britain into the Southern Illinois University at Edwardsville system is described. The following aspects of the program in general and of implementation are discussed: the method by which Open University courses offer education to students; the problem of selecting among Open University courses the specific courses for pilot implementation at an American university; and means by which Open University courses may be made to interlock with each other and also with conventional programs. Two important technical matters are the sum of initial seed money required for beginning Open University work and the way in which Open University courses might be guided through the process of approval for academic credit at an existing American university. An office will have to be established for Open University purposes, and students will have to be selected, recruited, admitted, and processed. An additional requirement is staffing the program. (SW)

Courses for Associate Students, Prospectus 1979. The Open University.
Open Univ., Walton, Bletchley, Bucks (England).
Pub Date-79
Note-81p.
Available from-The Open University, Walton, Milton Keynes, MK7 6AA, England
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Associate Degrees, Catalogs, *College Curriculum, College Students, Correspondence Study, Educational Counseling, *External Degree Programs, Foreign Countries, Guides, Higher Education, Home Study, Program Guides, Telecourses, *Undergraduate Study
Identifiers-*Open University (Great Britain)

A guide of the associate student program at the Open University in England describes the system of study, 1979 courses, community education courses, future plans, relationship between the undergraduate and associate student program, and the higher degree program. Information is provided on correspondence material, radio and television broadcasts, set books and background reading, tuition and counseling, assignment and examinations, summer schools, home experiment kits, the advisory service for applicants, and types of certification open to associate students. Courses for 1979 are described and are divided into the following sections: inservice education of teachers, health and social welfare, other courses developed in the post-experience course unit, and courses drawn from the undergraduate program. The community education courses last between 8 and 14 weeks and the level of demand differs from other course offerings. (SW)

ED 177 926 HE 011 094

Guide for Applicants for 1980 BA Degree Courses. The Open University.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date-78

Note-55p.

Available from-The Open University, Walton, Milton Keynes, MK7 6AA, England

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Bachelors Degrees, Catalogs, College Admission, *College Curriculum, College Freshmen, Correspondence Study, Educational Counseling, *External Degree Programs, Foreign Countries, Guides, Higher Education, Home Study, Program Guides, *Student Application, *Undergraduate Study

Identifiers-*Open University (Great Britain)

A guide for applicants for 1980 B.A. degree courses at the Open University in England describes what the university provides, courses in the B.A. degree program, and how to apply. For the student who is uncertain of what he wants to study, the introduction provides a brief guide to other study opportunities. Information is given on the associate student program and higher degrees as well as the B.A. program. The system of study at home, correspondence material, set books and background reading, radio and television study centers, tuition and counseling, assignments and examinations, and summer schools are described. Information is also provided on the advisory service for applicants, preparatory study, study techniques, language and mathematical skills, and special study difficulties. In addition to a full list of courses in the B.A. degree program, first-year courses are described. Instructions on application and registration and fees and financial assistance are included. (SW)

Oates, John
Block 3, People in Cities: An Ecological Approach.
Open Univ., Walton, Bletchley, Bucks (England).
Pub Date-74
Note-176p.
Available from-The Open University, Walton, Milton Keynes, MK7 6AA, England
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Child Development, College Curriculum, *Compensatory Education, *Ecological Factors, *External Degree Programs, Family (Sociological Unit), Foreign Countries, Higher Education, Life Style, Models, Social Factors, *Socialization, Sociocultural Patterns, Textbooks, *Urban Population, *Urban Studies
Identifiers-*Open University (Great Britain)

An Open University course text, People in Cities An Ecological Approach (Block 3), is presented. Three sections of the block are: the ecology of urban life, socialization and some implications for the urban child, and the compensatory debate. Some of the adaptive processes and

ways in which failures of adaptation are distributed in different areas of the city are examined. A theoretical approach to the study of behavior settings is applied, and the validity of predictions from this theoretical model, and their applications to the organization and size of schools, are considered. Three films that illustrate the niche of several families in Nottingham are also discussed. The section on socialization and the urban child draws on both British and American material and focuses on preschool and early school age children. The third section links ideas in the previous parts of the block and examines in psychological terms the much-disputed issue of compensatory education. The block includes study activities, suggested answers to activities, references, and three reading selections by Edgar H. Auerswald, R. G. Barker, and A. Harry Passow. (SW)

ED 177 928 HE 011 313

Assessment at Alverno College.
Alverno Coll., Milwaukee, Wis.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.; Kellogg Foundation, Battle Creek, Mich.
Pub Date-79
Note-65p.
Available from-Alverno College, 3401 S. 39th Street, Milwaukee, WI 53215
Pub Type- Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Church Related Colleges, College Students, *Competence, *Evaluation Methods, Higher Education, *Liberal Arts, Single Sex Colleges, Small Colleges, *Student Development, *Student Evaluation
Identifiers-*Alverno College WI, *Outcomes of Education

The Alverno College faculty reports on its development and use of assessment (rather than testing) to elicit, diagnose, and certify student abilities as part of its outcome-centered approach to liberal education. Assessment is defined as a more complete challenge to both the process and the content of a student's learning, achieving a more personal, specific and integrated view of her developing competence. The book raises several inevitable questions (e.g., reliable observing, accurate sampling of a student's abilities, defining appropriate criteria), and explains how the faculty of this small, urban Catholic college for women discovered assessment as essential to their approach to liberal learning. It is shown that the authors' view of competence as ``generic,'' ``developmental'' and ``holistic'' requires certain qualities in each Alverno assessment technique. Ways in which faculty members design assessments are demonstrated, as well as how assessors are recruited and trained. In one chapter, students reflect on the experience of being assessed and learning to assess. A final chapter reviews the elements of the college's assessment system, and assessment's impact on the faculty. The book repeatedly stresses beginning with a clear focus on the outcomes to be assessed, in developing individual techniques or an overall system. It is emphasized that assessment is a learning experience for students and faculty alike. (Author/LBH)

ED 177 929 HE 011 472

Rives, Stanley G. And Others

Illinois State University Kellogg Project. Professional Development Center. Teaching-Learning Center. Third Annual Report, 1978.

Illinois State Univ., Normal.; Kellogg Foundation, Battle Creek, Mich.
Pub Date-78
Note-59p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Case Studies, *College Faculty, Consultants, *Faculty Development, Higher Education, Instructional Programs, Models, *Professional Development, Sabbatical Leaves, *Teacher Centers, Teacher Workshops, Universities
Identifiers-*Illinois State University, *Kellogg Foundation, Midcareer Change

The third year report of a four-year Kellogg project to develop a model faculty and instructional development program is presented. The goals for the third year are outlined and details of the activities of the Teaching-Learning Center are discussed. Among the activities described are consulting with faculty members, funding to enable faculty to attend off-campus meetings related to teaching, and leading and organizing workshops. It is explained that in preparation for the fourth year summative evaluation, the center is gathering data for the assessment process. The rationale and implementation of a new concept in the functioning of the center is explored, and dissemination activities, such as a conference on Post-Compulsory Education in the 1980's,'' are summarized. The goals of the Professional Development Center are identified, and third year activities including the educational leave program, faculty consultation, and workshop and training sessions are considered. Dissemination activities of the program and a case study of educational leave are reviewed. Much of the report is in the form of appended texts of dissemination materials, including the following: Professional Development and Teaching-Learing Centers at Illinois State University'' (Stanley G. Rives); Staff in Staff Development'' (John R. Sharpham); Faculty Training for Mid-Career Change'' (Elmer Van Egmond); Evaluating Staff Development Programs'' (D. M. Rhodes); and A Test of the Radiation of Information from Two Human Resource Workshops'' (Melvin A. Goldstein). (PHR)

ED 177 930 HE 011 486

Carter, Virginia L., Ed. Garigan, Catherine S., Ed.
CASE: A Marketing Approach to Student Recruitment. The Best of CASE Currents.
Council for Advancement and Support of Education, Washington, D.C.

Pub Date-79
Note-92p.
Available from-Council for Advancement and Support of Education, Suites 530/600, One Dupont Circle, Washington, DC 20036 ($9.50)
Pub Type- Collected Works - General (020) - Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alumni, Catalogs, College Bound Students, College Students, Communication Skills, Consumer Protection, Delivery Systems, *Higher Education, *Marketing, *Publicize, Research, *School Publications, *Student Recruitment, Student Role, Surveys, Training Techniques, Videotape Recordings, Writing Skills
Identifiers-*Advertising, *School Catalogs

Student recruitment is explored in a compilation of articles originally published in CASE Currents.'' Focus is on marketing, market research, student consumerism, advertising, publications, recruitment tools, and students and alumni. Included in the 46 papers are the following: A Management Approach to the Buyer's Market'' (William Ihlanfeldt); Strategy for Survival'' (Stephen H. Ivens); Surviving the Crunch Liberal Arts Colleges Need a Marketing Approach'' (Arthur Knaus); Behave Like a Business!'' (David W. Barton, Jr.); Education's Newest Market'' (Max Graeber); Tailor Your Recruiting Tools'' (Stephanie Moore); Marketing Study Tips'' (Phil Zimmer); Guidelines for a Mail Survey'' (Cletis Pride); Are You Communicating? Without Research You'll Never Know'' (Walter K. Lindemann); Why Chapman Opted for a Four-Color Viewbook'' (Lucy Parker); Test the Mail'' (Howard Nadel); Consumerism Comes to Campus'' (Elaine El-Khawas); Your Campus, Warts and All'' (John C. Hoy, Joan S. Stark, R. Thomas Flynn, and Bonnie Elosser); Jargon & Zippeedoo Some Notes on Good Writing for Recruitment'' (Robert J. Armbruster); To Print or To Reprint'' (Ann Granning Bennett); Considering a Prospectus?'' (Ronald R. Day); Is Your Catalog on Target?'' (Mary Lou Krause); Lights! Camera! Tapes! How to Produce a Slide-Sound Show'' (Kenneth H. Quigley); Use Phones'' (Pierre Kirch); Finding a Filmmaker Who Knows Your Needs'' (Robert W. Finegan); Put Alumni to Work'' (Jack Star); Training Alumnae to Attract Students'' (Kay Chaney Harris); and Recruit Students to Recruit'' (Fredrick Fess). (PHR)

ED 177 931 HE 011 488

Carter, Virginia L., Ed.
CASE Annual Fund Ideas. The Best of CASE Currents.
Council for Advancement and Support of Education, Washington, D.C.
Pub Date-79
Note-52p.
Available from-Council for Advancement and Support of Education, Suites 530/600, One Dupont Circle, Washington, DC 20036 ($9.50)
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alumni, Computers, Faculty, *Fund Raising, *Higher Education, Marketing, Parent Role, *Private Financial Support, Student Role, Universities, Volunteers, Writing Skills
Identifiers-*Direct Mail Solicitation, *Donors

Fund raising ideas for colleges and universities are compiled in a handbook of articles from CASE Currents.'' The first section discusses the annual fund drive in such articles as: Start that Habit Early Senior Giving '5X''' (Lynn Segall); Join Hands with Lost Friends'' (Jeanne Knoerle); Match Those Gifts!'' (Kerry P. McClanahan); Challenging Your Donors'' (David M. Thompson); In-Plant Solicitation Increases Annual Giving'' (Douglas A. Allinger); Make Volunteers an Important Part of Your Campaign'' (Dawn Kepets Hull); Busy People Canvass Best'' (Lee Kline); Involved People Increase Annual Giving Efforts'' (Leonard A. Meyer); Reunion Giving'' (Norman L. Hess); Gift Clubs'' (Paul Morris); Happy 75th:'' (Jocelyn Bartkevicius); Parents Bridge the Gap'' (Nancy Harper); Putting It Together through a Foundation'' (Bruce D. Newman); Class Agent System Can Be Successful'' (Gary A. Evans); and Fingers Do the Walking in Annual Giving Phonathons'' (Alan L. Rossmann). The second section on raising money by mail includes the following titles and authors: The ABCs of Raising Money by Mail'' (Virginia L. Carter); Writing Letters that Sell'' (Susan Wallgren); Plan Early for Direct Mail'' (James M. Brasher, III); After the Campaign is Over'' (Susan Wallgren); Keep Direct Mail in Its Place!'' (David G. Lavender); What the Computer Taught Me About Corporate Alumni Gifts'' (Stephen G. Luther); Personalizing Direct Mail with the Computer'' (Edward Sommers); Directory Hit'' (Randy Matson); Simple Letter'' (Douglas M. Brown); and Parents Fund'' (David E. Long). (PHR)

ED 177 932 HE 011 615

Bond, Arthur J. And Others
Recruitment and Retention of Black Americans in Engineering at Purdue. 3. Engineering Students: Persisters, Withdrawals, Transfers.
Purdue Univ., Lafayette, Ind.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Feb 77
Grant-SED-74-18725
Note-51p.; For related documents see HE 011 616
Available from-Engineering Education Research Studies, Dept. of Freshman Engineering, Purdue University, West Lafayette, IN 47907
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Access to Education, Black Education, *Black Students, College Choice, College Majors, Comparative Analysis, *Dropout Research, Engineering, *Engineering Education, Failure Factors, Higher Education, Institutional Characteristics, Minority Groups, *Persistence, Professional Education, School Holding Power, *Student Characteristics, Success Factors, *Transfer Students, Withdrawal
Identifiers-*Purdue University IN, Student Retention

The third in a series of four monographs, this study focuses on Black engineering students at Purdue University who persisted, withdrew, or transferred. A survey of the students was conducted to determine factors that influence retention and attrition of Black American students in engineering. A comparison of the pre-college and college characteristics of Black and non-Black freshmen engineering persisters, transfers, and withdrawals is also included. Survey results indicate that the prevailing reasons for attending Purdue were its academic quality and the type of academic programs available. The more important reasons for studying engineering related to salary, job opportunities and an interest in problem solving. Most Black students who were admitted to Purdue but later cancelled, attended college elsewhere, usually in engineering. Engineering persisters were more apt to be achievement-oriented and more often participated in professional activities and programs designed to assist Black students. The transfers changed their career decisions most frequently due to low grades and lack of interest. The survey also indicated that college grades were much more significantly and positively related to persistence in engineering for both Black and non-Black students than pre-college variables. It is concluded that admissions policies primarily based on relative high school performance and supportive programs appear to be the keys to assuring Black Americans equal access to engineering careers. The survey instrument and sample survey responses are appended. (Author/SF)

ED 177 933 HE 011 616

LeBold, William K. And Others

Recruitment and Retention of Black Americans in Engineering at Purdue. 4. A Follow-Up Study of Black Engineering Graduates.

Purdue Univ., Lafayette, Ind.
Spons Agency-National Science Foundation, Washington, D.C.
Grant-GY-11125
Note-49p.; For related document see HE 011 615
Available from-Engineering Education Research Studies, Dept. of Freshman Engineering, Purdue University, West Lafayette, IN 47907
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Blacks, *Career Choice, Degrees (Titles), Educational Quality, *Engineering Education, Followup Studies, *Graduate Surveys, Higher Education, Institutional Characteristics, *Job Satisfaction, Professional Education, Salaries
Identifiers-*Purdue University IN

Post-college activities of Black U.S. graduates who studied engineering are the topic of this monograph, the last in a series of four reports examining Black engineering students at Purdue University. Black American B.S. degree recipients who studied engineering between 1938-1974 were surveyed. Advanced educational plans, type of employment, and retrospective views of careers and education were investigated. Most of the graduates held high level technical and supervisory jobs in engineering and allied fields. Salaries were above the national average for engineers with comparable experience. Over 80 percent of the Black graduates were satisfied with their choice of engineering careers and Purdue Engineering. Laboratory and mathematics courses including both practical and theoretical courses were given especially high ratings. The results indicate that at the time of the survey (1974), Purdue engineering graduates had, and were continuing to pursue, advanced graduate and professional education. They held substantial positions of responsibility in both technical and managerial fields. They were achieving higher than average salaries and generally were quite satisfied with their jobs, careers, choice of engineering, and Purdue. The survey instrument is appended. (Author/SF)

ED 177 934 HE 011 651

Overseas Universities.
Inter-University Council for Higher Education Overseas, London (England).
Pub Date-Oct 78
Note-51p.
Available from-Inter-University Council for Higher Education Overseas, 90-91 Tottenham Court Road, London, W1P 0DT, England
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Chemistry Instruction, College Administration, College Cooperation, College Faculty, College Planning, Cooperative Programs, *Developing Nations, *Engineering Technology, Engineers, *Foreign Countries, Higher Education, *International Educational Exchange, Medical Education, *Physics Curriculum, Professional Education, Scientific Concepts, Student Evaluation, Student Testing, Teacher Educator Education, Technological Advancement, Testing Problems, Theater Arts
Identifiers-Africa, Birkbeck College (London), Cardiff University College (Wales), India, Indian Institute of Science (Bangalore), United Kingdom, University of Ibadan (Nigeria), University of Juba (Sudan), University of the South Pacific (Fiji)

The following articles and reports are presented in this publication of Overseas Universities:'' Appropriate Technology and University Education,'' by John Twidell; The Training of Engineering Staff for Higher Education Institutions in Developing Countries,'' by D. W. Daniel, C. A. Leal, J. H. Maynes and T. Wilmore; A Case Study of an Academic Link the Birkbeck-Bangalore Phosphazene Project,'' by Robert A. Shaw and Michael Woods; The Rationale for the Use of External Examiners in the Conduct of University Examinations: The Case of the University of Ibadan,'' by Michael Omolewa; Is Traditional Medical Education Suitable for Developing Countries?'' by Frank Howarth; The Development of New Universities Sussex Seminar on Management Information for Planning,'' by G. Lockwood; The Sussex Seminar on Administrative and Governmental Systems in Growing Universities,'' by M. L. Shattock; Review Asavia Wandira, 'The African University in Development,''' by J. H. Sislian; Courses in the U.K. Theatre Studies at Cardiff,'' by John Linstrum; A.U.C.C. to Administer C.I.D.A. Programmes'' and Inauguration of the University of Juba.'' (SW)

ED 177 935 HE 011 718

Heydinger, Richard B.

Computer Conferencing: Its Use as a Pedagogical Tool.

Pub Date-Dec 78
Note-25p.; Paper presented at the World Future Society Education Conference, (Houston, TX, October 20, 1978)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Instruction, Communications, *Computers, Cost Effectiveness, Courses, Faculty Advisors, Graduate Study, Higher Education, Individualized Instruction, Information Networks, *Instructional Improvement, On Line Systems, *Student Teacher Relationship, *Teleconferencing
Identifiers-*CONFER Computer System, University of Michigan

Factors in support of computer conferencing and those inhibiting its growth are examined in light of the experiences at the University of Michigan with CONFER (a computer conferencing system) developed at the Center for Research on Learning and Teaching. Computer conferencing is defined and its uses are explored. Among the advantages of computer conferencing are its ability to break down geographic barriers, greater flexibility in courses, and greater communication among students, their peers, and the professor. Computer conferencing is particularly suited to interdisciplinary courses and advanced level graduate seminars where a mix of resources is especially beneficial. Other advantages of computer conferencing are that it facilitates individualized education and offers a potential for enhancing the effectiveness of student advising (allowing several faculty members to participate in the decision-making process simultaneously). Among obstacles to the use of computer conferencing in teaching situations are the reluctance of faculty to try the new form, limited access to terminals, fear of using the computer, and time required to learn how to use the computer. Other factors cited include cost, and the need for security and anonymity. (PHR)

Kanaga, Kim

The Evaluation of Instruction.

Pub Date-Apr 78
Note-40p.; Not available in paper copy due to marginal legibility of original; Paper presented at the International Communication Association Conference (Chicago, Illinois, April 25-29, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Instruction, *Educational Assessment, *Effective Teaching, *Evaluation Methods, *Faculty Evaluation, Higher Education, Instructional Improvement, *Multidimensional Scaling, Peer Evaluation, Self Evaluation, Student Evaluation of Teacher Performance

Some of the theoretical and methodological problems with current practices in evaluating instruction at the higher education level are reviewed. Controversy over the evaluation of instruction in higher education has resulted at least in part from inadequate instrumentation. The instruments for instructional rating now used include administrator evaluations, colleague evaluations, self-evaluations, and student evaluations. It is suggested that the teaching-learning relationship must be the focus of meaningful evaluations of instruction. A multidimensional scaling technique for precisely evaluating instruction that is based on a cognitive perspective of student learning is presented. The technique provides a means of assessing cognitive processes in a manner that has been found to be precise and reliable and enables the direct assessment of teaching effectiveness. A major advantage is that the proposed system does not require advance knowledge of all relevant criteria on which student responses are based, although specific attributes used for making distance judgments can be interpreted from the results. Making complete paired comparisons on all concepts that are provided allows multiple criteria to be simultaneously examined and reduces the influence of social desirability factors. This evaluation system also establishes explicit standards for direct evaluation; provides relevant information for administrators, instructors, and students; is precisely ratio-scaled; and permits powerful time-series analysis of the learning process, permitting instructors to monitor their effectiveness throughout the term. (SC)

Ashworth, Kenneth H.

American Higher Education in Decline.

Pub Date-26 Mar 79
Note-100p.
Available from-Texas A&M University Press, Drawer C, College Station, Texas 77843 ($7.95)
Pub Type- Books (010) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Academic Standards, Access to Education, Accreditation (Institutions), Declining Enrollment, Educational Finance, Educational History, Educational Improvement, Educational Innovation, *Educational Quality, *Federal Aid, *Government Role, *Government School Relationship, *Higher Education, Institutional Autonomy, Retrenchment

The decline in the quality of American higher education over the past several decades and the ramifications of this phenomena are discussed in this book. It is suggested that in responding to modern egalitarianism and the need to attract students, colleges and universities have initiated innovative programs, noncampuses, and nontraditional degrees that have lowered academic standards. It is also suggested that increased federal involvement in higher education is a crucial issue for educational quality. The relationship between government and higher education institutions is examined to underscore the idea that the profitability of higher education may have created many unworthy institutions. Discussed are: the formation of land grant colleges, the GI Bill, the space program, and other government-funded research programs. Although federal support has contributed to the improvement of higher education, caution is urged in allowing government bureaucracy, which may be unaware of the qualities characteristic to higher education institutions, to administer and influence colleges and universities. (SF)

ED 177 938 HE 011 739

Walker, Donald E.

The Effective Administrator. A Practical Approach to Problem Solving, Decision Making, and Campus Leadership.

Pub Date-79

Note-211p.

Available from-Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, California 94104 ($11.95)

Pub Type- Books (010) - Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors-Administrative Personnel, *Administrative Policy, Administrative Principles, Administrator Characteristics, *Administrator Role, *College Administration, Communication Skills, Conflict Resolution, *Governance, Higher Education, Institutional Characteristics, *Leadership, Policy Formation, Politics, *Teacher Administrator Relationship

Identifiers-*Administrators

Advice for the effective administration of higher education institutions is presented in this guide for practitioners. The characteristics of effective and ineffective administrators are discussed as they apply to the specific demands of college and university administration. The need for a cooperative working relationship between faculty and administration is stressed. It is suggested that a realistic understanding of the political nature of the campus community especially its deep commitment to democratic principles and procedures will facilitate the development of a more effective administrative style. Theoretical orientations of successful and unsuccessful administrators are examined and the wisdom of a diplomatic, rather than autocratic, approach to administration is emphasized. The human relations approach is applied to improving campus communication; preventing confrontations; defining problems pragmatically; and involving student, staff, and other groups in productive decision-making. (SF)

ED 177 939 HE 011 748

Moor, James R., Jr. And Others

The Demand for Higher Education in Michigan: Projections to the Year 2000.

Central Michigan Univ., Mount Pleasant.

Pub Date-79

Note-140p.

Available from-President's Council, State Colleges and Universities, Lansing, MI 48933

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education, *College Planning, Colleges, College Students, Community Colleges, Educational Demand, Educational Economics, Educational Finance, Educational Needs, Enrollment Influences, *Enrollment Projections, Enrollment Rate, *Enrollment Trends, Females, *Futures (of Society), *Higher Education, Junior Colleges, Long Range Planning, Student Recruitment, Universities

Identifiers-*Michigan

Using data from the 1960-1977 period, this study provides a range of headcount enrollment projections for the Michigan higher education system to the year 2000 by type of institution and by age and sex of student under alternative sets of projection assumptions. The theoretical framework, methodology, and working model developed in this study are designed to reduce the uncertainty associated with long-run forecasts of the demand for higher education and provide a tool that will be of continuing use to the planning community. Enrollment is predicted by examining two factors. First is the complex economic and demographic phenomena that jointly determine the size and distribution of the population pool feeding higher education. Second is the network of environmental and behavioral relationships that determine participation rates in higher education. The study concludes that enrollment will peak in the late 1970's, remain essentially stable through the early 1980's, and then decline steadily until the mid-to-late 1990's. Other conclusions drawn by the study suggest that four-year institutions will fare slightly better than two-year schools and female enrollments will grow relative to males. Tables include statistical information on economic projections, enrollment patterns, structural equations, and exogenous variables. Three appendices are provided: Structural Equations and Variable Definitions; Demographic Methodology; and Household Demand for Higher Education. A bibliography is provided. (LC)

ED 177 940 HE 011 755

Jenny, Hans H. And Others

Another Challenge. Age 70 Retirement in Higher Education.

Teachers Insurance and Annuity Assoc., New York, N.Y. College Retirement Equities Fund.
Pub Date-79
Note-86p.
Available from-TIAA/CREF, 730 Third Avenue, New York, NY 10017
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Bibliographies, *College Faculty, Comparative Statistics, *Cost Effectiveness, Federal Legislation, Higher Education, Income, Legal Problems, Older Adults, *Personnel Policy, *Retirement, *Teacher Retirement
Identifiers-Age Discrimination in Employment Act 1967, *Mandatory Retirement, *Retirement Benefits

Changes in higher education employee benefit plans brought about by the extension of the mandatory retirement age to 70 are the focus of the monograph. Chapter one summarizes the volume and presents some major recommendations that institutions may find helpful in benefit and personnel planning. Chapter two sketches the meaning of the new law (1978 Amendments to the Age Discrimination in Employment Act). A brief statement of some considerations on cost and related implications for both employees and institutions is presented in chapter three. The fourth chapter discusses the need for setting a pre-70 retirement age and explains the concept of a full service benefit'' age. Early retirement, including alternative approaches, are explored in chapter five, which also cautions institutions on certain legal aspects of early retirement benefit arrangements. The final chapter reports on special issues in personnel planning. Appendices summarize the survey research, elaborate on the effects of postponed retirement on retirement income, and provide a sample procedure for determining staff age structures, age specific separation rates, and early retirement arrangement cost estimation. An annotated bibliography is also appended. (Author/PHR)

ED 177 941 HE 011 758

Donny, William F.
Postgraduation Activities: All Degree Levels in Pennsylvania, 1978.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date-Jun 79
Note-98p.; Appendices may not reproduce well due to small type
Available from-Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-College Graduates, Comparative Statistics, *Degrees (Titles), Doctoral Degrees, *Employment Patterns, *Graduate Surveys, Higher Education, Intellectual Disciplines, Masters Degrees, Professional Education, *State Surveys
Identifiers-Pennsylvania

The employment of graduates of all degree levels in Pennsylvania institutions of higher education in 1978 is examined. Data were obtained for 44,264 graduates, or 50.1 percent of all those who graduated from postsecondary institutions in Pennsylvania between January 1978 and August 1978. Survey results are presented separately for baccalaureate graduates, master's degree graduates, doctoral graduates, first-professional graduates, and associate degree graduates. Employment increases occurred at all degree levels except the doctoral for graduates for 1978 over those of 1977. The greatest increase in employment was among bachelor's degree graduates, particularly those who majored in the health professions, engineering, or computer sciences. Postgraduate-level employment was higher than at the baccalaureate level. More graduates at the associate-degree level were pursuing further study than at any other level. The data presented show the proportion of graduates in each degree field and at degree level who are employed in their fields of preparation, employed in another field, employed in Pennsylvania, unemployed, or pursuing advanced degrees. The data also show differences in postgraduation activities by institutional type, including state colleges and universities, state-related, private state-aided, and independent colleges and universities. Appendices present more detailed data than that included in the text. (SC)

ED 177 942 HE 011 759

Elfner, Eliot S.

A Comparative Study of Alternative Techniques for Analyzing Student Outcomes.

Pub Date-Jul 79

Note-14p.; Paper presented at the Annual International Conference of the Society for College and University Planning (14th, Kansas City, Missouri, July, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Analysis of Variance, Comparative Analysis, *Course Evaluation, Educational Assessment, *Evaluation Methods, Higher Education, Program Evaluation, *Statistical Analysis

Identifiers-*Outcomes (of Education)

Alternative techniques for analyzing student outcomes were investigated. Two traditional statistical methods (one-way analysis of variance and two-way analysis of variance) were compared with an innovative input-output analysis. The input-output analysis is a two-step analysis consisting of a regression analysis to determine the relationships among input and output variables and an analysis of variance of the residuals grouped by treatment to determine treatment effect. Student outcome data used in the study were generated in a typical classroom experiment comparing three different methodologies of presenting material to students. Pre- and post-measures of student achievement on a final exam were taken. Some measures of student input characteristics, including grade point average, age, sex, year in school, and residential status, were also taken. While the traditional analysis techniques failed to show any treatment effects, the input-output technique showed one of the treatments to be superior to the others. It is suggested that the traditional analysis of change scores in experimental research may not be directly applicable to most research conducted on students. The treatment effects on student outcomes may well be a function of input characteristics and an interaction over time for individual students, which are not always discernable with traditional statistical analysis techniques. However, the input-output analysis allows for these problems by including other input characteristics in the analysis and allowing for the separation of data by individuals. It is concluded that student outcome research could benefit from the application of the input-output technique. (SC)

ED 177 943 HE 011 762

Elfner, Eliot S.

Analysis Techniques for Assessing the Effect of Higher Education on Student Development Outcomes.

Pub Date-May 79
Note-12p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Dropout Research, *Educational Assessment, *Evaluation Methods, *Higher Education, Program Evaluation, *Statistical Analysis, *Student Development
Identifiers-*Outcomes

A variety of techniques are available for evaluating the success that implemented programs have in terms of achieving the expected and desired student outcomes and, by extension, the desired goals and objectives of the institution. Current approaches to such analysis are generally limited to the basic strategy of survey research. The two major strategies available to the survey researcher are cross-sectional and longitudinal analysis. Cross-sectional data obscure the input differences that might exist among various classes and differences that might result from selectivity factors at work in the advanced classes' history of dropouts. Longitudinal studies compensate for the first problem, but still do not account for the fact that students who drop out may differ from those who do not. The analysis of change scores may be faulty due to artificial dependence on initial scores. The use of input-output analysis makes it possible to ascertain the separate contributions of student input and program effects to the impact on student outcomes. Input-output analysis is a technique for statistically determining residual scores and then attributing the variation in residual scores to the environmental or program characteristics using step-wise linear regression techniques. Methods of applying this input-output technique to analyze the effect of intra-college programs on student development outcomes are discussed. (SC)

ED 177 944 HE 011 763

Pigge, Fred L.

Opinions about Accreditation and Interagency Cooperation: The Results of a Nationwide Survey of COPA Institutions.

Council on Postsecondary Accreditation, Washington, D.C.
Pub Date-Jul 79
Note-90p.
Available from-Committee on Postsecondary Education, Suite 760, One Dupont Circle, NW, Washington, DC 20036
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Standards, *Accreditation (Institutions), Administrative Problems, Higher Education, Institutional Administration, *Interinstitutional Cooperation, *National Surveys, Opinions, *Postsecondary Education, Program Administration, *State Standards
Identifiers-*Accrediting Agencies

The results of a nationwide survey of accredited institutions investigating opinions about accreditation and interagency cooperation and about accrediting activities in the institutions surveyed are reported. The survey sample consisted of 593 institutions and their 2144 academic units/programs. Of these, 426 institutions and 1175 of heads of programs responded to the survey. The primary purpose of the survey was to gather data that would indicate the extent to which institutions wished to pursue cooperative accrediting arrangements. An overwhelming majority of those who had not experienced cooperative accreditation desired to participate in future cooperative endeavors and an overwhelming majority of those who had experienced joint ventures desired to continue such activities. Respondents who had experienced cooperative accreditation indicated very positive evaluation of such activities. Opinions about accreditation in general indicated that most respondents believed that both institutional (or regional) and specialized accreditation are necessary and that each type produces positive results. In terms of benefits, accreditation efforts are not considered too costly. Opinions about the problems involved in accreditation by more than one agency and about cooperative accrediting arrangements were also discussed. Appendices include the survey instrument and cover letters and summaries of the comments and suggestions offered by the respondents. (SC)

Ake, James N. Johnson, Donald W.
Dental Manpower Fact Book.
Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Report No.-HRA-79-14; HRP-0901720
Pub Date-Mar 79
Note-113p.
Available from-Health Resources Administration, Bureau of Health Manpower, Division of Manpower Analysis, 3700 East-West Highway, Hyattsville, MD 20782
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Dental Assistants, Dental Clinics, Dental Hygienists, *Dental Schools, Dental Technicians, *Dentists, Diseases, *Employment Patterns, Enrollment Trends, Geographic Distribution, Higher Education, National Surveys, Professional Occupations, *Trend Analysis

Statistical data on many aspects of dental and allied dental personnel supply, distribution, characteristics, and education and on certain other aspects of dental services are presented and discussed. The data on dentist supply show the national trend in the supply of active dentists since 1950 and the concurrent changes in dentist-to-population ratios, as well as increases in the number of dentists in each specialty and State and region. The geographic maldistribution of dentists is examined. Data are presented on dental practice characteristics, including type of dental employment, employment of dental auxiliary personnel, number of patient visits, and income. Trends in the number of dental schools, student enrollment, and graduates are discussed and documented. Data are presented on the supply of allied dental personnel, including dental hygienists, dental assistants, and dental laboratory technicians, and on the availability of training programs for these types of personnel. The utilization of dental services by the public is explored in terms of the percent of persons who have visited a dentist within a year, the average number of dental visits, and the types of services received. Trend data are presented on national health expenditures and dental expenditures from 1950 through 1970. Insurance coverage for dental care is discussed. Data are presented on the oral health status of the U.S. population, as indicated by the number of decayed, missing, and filled teeth; the extent of periodontal disease; and the prevalence of edentulous arches. A statistical summary of the 1975 flouridation census is also included. (SC)

ED 177 946 HE 011 767

Callan, Patrick M.

A State Higher Education Agency View of Planning and Review of Graduate Education.

Western Interstate Commission for Higher Education, Boulder, Colo.
Pub Date-5 Mar 78
Note-18p.; Remarks presented to the Western Association of Graduate School (Santa Barbara, CA, March 5, 1978)
Available from-Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Needs, *Educational Planning, Educational Policy, *Government School Relationship, *Graduate Study, *Higher Education, Program Evaluation, Regional Planning, Resource Allocations, Retrenchment, Statewide Planning

The recent emergence of graduate education as a major issue in statewide planning and coordination is discussed, including involvements not only of institutions and state higher education agencies, but also legislatures and, in some states, even the executive branch. Most of the issues of mutual concern to the academic community and to government result from fiscal restraints, diminishing resources, student demographics, and changing priorities. The issues involve basic questions about the structure and governance of higher education. The most frequently discussed issues are (1) whether there are too many graduate level programs and too many graduates, (2) the priority assigned to graduate education and research, and (3) the question of educational quality, both of graduate programs and of the students. It is suggested that: better mechanisms be developed for reallocating resources internally to assure support for quality programs that are socially desirable and needed, not simply esoteric and prestigious; interinstitutional and interstate cooperation be increased to maximize education resources and meet student needs; and the use of labor supply and demand projections in educational planning be developed. Although all facets of state governments would generally prefer that most educational decision-making remain at the institutional or systemwide level, those institutions must be willing to make the policy decisions made necessary by changing public needs and circumstances. (SC)

ED 177 947 HE 011 768

Grupe, Fritz H. Stewart, Mary

Resource Sharing in Support of Continuing Education: An Exploratory Survey.

Associated Colleges of the St. Lawrence Valley, Potsdam, N. Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-6 Jun 79
Note-87p.
Available from-Associated Colleges of the St. Lawrence Valley, Raymond Hall, State University College at Potsdam, Potsdam, NY 13676
Pub Type- Reports - Research (143) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adult Education, Community Development, *Consortia, *Continuing Education Centers, Cooperative Planning, Cooperative Programs, Cost Effectiveness, Counseling, Educational Coordination, Educational Trends, Higher Education, Instructional Materials, *Interinstitutional Cooperation, Needs Assessment, Publicize, Resources, *Shared Services, Staff Improvement
Identifiers-Lifelong Learning

Resource sharing among institutions as a method of supporting continuing education is surveyed. The following three trends are identified: the growth of continuing education, experimentation with consortial approaches to higher education, and continued emphasis on cost effectiveness. Among the objectives of the survey were to determine what cooperative projects existed and where they were located through review of the Educational Resources Information Center (ERIC) and from data provided by Title I administrators, to produce an inventory of the projects identified and divide the inventory into subgroups, and finally to determine ways in which the cooperative projects related to the goals of continuing education and cost effectiveness. Descriptions of projects in nine categories planning and needs assessment, promotion and publicity, counseling, media, curriculum/instructional materials, special populations, community development, extension centers, and staff development are presented. The cost benefits of consortia and continuing education are explored, including such areas as avoidance of unnecessary duplication, distribution of risk, and entry to funding agencies. An inventory of cooperative/continuing education programs and a brief bibliography are appended. (PHR)

ED 177 948 HE 011 770

Peterson, Patti McGill

The Quid Pro Quo of Collective Bargaining.

Pub Date-79

Note-12p.; Paper based on remarks at the NAWDAC Conference (1977)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Collective Bargaining, *College Administration, Contracts, Employer Employee Relationship, *Faculty College Relationship, Faculty Workload, *Higher Education, Political Power, *Unions

Identifiers-*State University of New York

Unionization at the State University of New York (SUNY) is used to illustrate the workings of collective bargaining in higher education. It is explained that collective bargaining in higher education has always been controversial, that some college and university administrators feared the advent of unionism because they surmised it would seriously limit their power. Collective bargaining is shown to be a highly political process that results in neither party getting everything it wants. The SUNY example demonstrates that while unionization has placed a number of constraints on college administrators (particularly of a procedural variety) these same administrators have had their hand strengthened in other areas. Experience at SUNY indicates that, whereas union contracts clearly guarantee certain rights to faculty, they can also actually enhance administrative direction and perhaps erode tradition affecting the faculty member's role. This, it is concluded, is the essence of the quid pro quo of collective bargaining. (Author/PHR)

ED 177 950 HE 011 782

Ellefson, C. Ashley
The Higher Schooling in the United States.
Pub Date-78

Note-184p.
Available from-G.K. Hall and Co., 70 Lincoln Street, Boston, MA ($13.95)
Pub Type- Opinion Papers (120) - Books (010)
Document Not Available from EDRS.
Descriptors-Academic Achievement, *Academic Standards, Change Strategies, College Faculty, Colleges, College Students, *Educational Assessment, *Educational Change, Educational Objectives, Educational Policy, *Higher Education, School Systems, *Trend Analysis, Universities
Identifiers-United States

An examination of the schooling system in the United States is presented. The myth that students entering college in the 1970's are brighter, more sophisticated, more knowledgeable, and more serious than students of any other generation is explored. It is contended that there are seven groups of people who promote the myth, each for their own reasons, and that their explanations are all easily refutable. In a second chapter the ignorance of students is assessed. Figures and studies are presented to support the position that today's student is less knowledgeable than previous generations. Four following chapters explore the decline of academic standards in the following areas: students, grading, teachers; academic organization and policy; the adjustment of teachers, departments, and institutions to the threat of retrenchment; and the multiple choice exercise, manipulating essay exams, and the personal interview. The functions of an academic institution e.g., to indoctrinate students so thoroughly that they will never try to think for themselves are then discussed, and the culpability of the system is identified. The final chapters deal with the issue of control and changes in the educational system. Extensive bibliographic notes on each chapter are appended. (PHR)

ED 177 949 HE 011 774

Some Characteristics of Post-Secondary Students in Canada.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.
Pub Date-76
Note-183p.
Available from-Statistics Canada, Education, Science, and Culture Div., Ottawa, Ontario, Canada K1A 0T6
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-College Choice, College Majors, *College Students, Demography, Educational Background, *Enrollment, Higher Education, *National Surveys, *Postsecondary Education, *Student Characteristics, Student Employment, *Student Financial Aid, Student Mobility
Identifiers-*Canada

The results of the Post-Secondary Student Survey, 1974-1975, conducted in Canada are reported. The highlights of the survey results are reported and the policy implications of the data are discussed. The survey was designed to provide detailed information on a wide range of characteristics of postsecondary students in Canada, including demographic, educational, and socioeconomic backgrounds; expenditures and income; and employment activities. Information presented relating to the educational characteristics of these students includes general characteristics, student choices of programs of study and of institutions, interruption of postsecondary studies, continuity of postsecondary studies, and field of study. Demographic and socioeconomic background information includes data on age structure, sex composition, marital status, dependents, parents' education, and fathers' income. Data are also provided on interprovincial mobility, type of living accommodations, intergenerational changes in language use, employment activity while in school, summer activities, years in the labor force, and employment experiences of the stop-outs''. Financial information includes data on the incidence of borrowing, the amount borrowed, applications for government-sponsored loans, and expenditures and incomes. Appendices include definitions, sampling methodology, a discussion of some of the limitations of the data, the survey questionnaire, and additional statistical tables. (SC)

ED 177 951 HE 011 783

O'Toole, James And Others
Tenure: Three Views.
Pub Date-79
Note-57p.
Available from-Change Magazine Press, NBW Tower, New Rochelle, NY 10801
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Freedom, Collective Bargaining, *College Faculty, *Contracts, Educational Quality, Employees, *Faculty College Relationship, Higher Education, Occupational Mobility, *Personnel Policy, Retrenchment, *Tenure
Identifiers-Chait (Richard), O Toole (James), Van Alstyne (William W)

The views of three educators on the subject of tenure are presented. In light of the widespread concern over an increasingly over-extended system of colleges and universities during a period of retrenchment, the issue of tenure provides fuel for much debate. Arguments for and against tenure are presented in an effort to better serve the interests of academic quality. In A Conscientious Objection,'' James O'Toole views tenure as a self-defeating institution that distorts the purposes and processes of the academic system. He views tenure as harmful to the people who depend on it since it discourages growth, is inimical to academic freedom, discourages radical innovation and risk-taking, limits mobility, and may work to the advantage of administrators in bargaining with professors. William W. Van Alstyne (A Conscientious Objective'') disagrees with O'Toole and suggests that tenure must be understood as a system of reliable, procedural requirements insuring protection against summary, unilateral, unexplained, and unreviewable nonrenewal of a faculty contract. In the final article, Tenure and the Academic Future,'' Richard Chait discusses the future of tenure and how it can be most effectively administered. Chait suggests that the proliferation of tenure throughout most major colleges and universities will insure its survival. Although it has been modified and alternatives suggested (unions and contracts), tenure is viewed as an academic tradition that will be difficult to eliminate. (SF)

ED 177 952 HE 011 784

Kerr, Clark And Others
12 Systems of Higher Education: 6 Decisive Issues.
International Council for Educational Development, New York, N.Y.
Spons Agency-Krupp Foundation, Essen - Bredeney (West Germany).
Pub Date-78
Note-210p.
Available from-Interbook Inc., 13 East 16th St., New York, NY 10003
Pub Type- Reports - Research (143) - Books (010)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Administrative Organization, Administrative Principles, *College Administration, *College Planning, Comparative Analysis, *Comparative Education, Cross Cultural Studies, Educational Accountability, Educational Coordination, Educational Innovation, *Educational Objectives, Efficiency, Foreign Countries, *Higher Education, *Public Education
Identifiers-Australia, Canada, France, Iran, Japan, Mexico, Poland, Sweden, Thailand, United Kingdom, United States, West Germany

The design, management, and effectiveness of systems of higher education are examined in 12 countries: Australia, Canada, the Federal Republic of Germany, France, Iran, Japan, Mexico, Poland, Sweden, Thailand, the United Kingdom, and the United States. Previous reports have been published by ICED on each country, upon which this report is based. It provides the essential links crossing national boundaries in a comparative treatment of the most important issues facing all the nations. Emphasis in this report is on evaluation of the weaknesses and strengths as determined by directors and researchers from the system. The results are compiled by the five authors, each handling a specific topic. Clark Kerr clarifies the goals and purposes of each system and their success ratio. John Millett analyzes the problem of planning and administering the systems of higher education. Burton Clark proposes new definitions for patterns of coordination. Brian MacArthur examines innovations and adjustment to the demands of mass education. Howard Bowen presents a plan for countries to follow in judging the efficiency of their system. An appendix: Statement on Goals'' is provided along with notes on contributors and a list of country directors. (LC)

ED 177 953 HE 011 791

Conrad, Clifton F.

The Undergraduate Curriculum: A Guide to Innovation and Reform.

Pub Date-78

Note-210p.; Westview Special Studies in Higher Education series

Available from-Westview Press Inc., 5500 Central Avenue, Boulder, CO 80301 ($16.00)

Pub Type- Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Curriculum Development, Curriculum Evaluation, *Curriculum Planning, Degree Requirements, *Educational Change, *Educational Innovation, Educational Programs, Experiential Learning, *Higher Education, Organizational Development, Planning, Student Centered Curriculum, Student Development, *Undergraduate Study

Curriculum reform is the focus of this comprehensive handbook directed toward faculty, administrators, and students. A systems model for curriculum planning is proposed as well as an examination of four major areas: general and liberal education, area concentration, experiential learning, and calendar and degree programs. Within each area the book identifies key issues, discusses the strengths and weaknesses of different approaches, provides a historical context, outlines major trends, and describes a variety of innovations that institutions might adopt. Examples of curricular innovation were freely adapted from descriptions found in college and university catalogs and brochures. It is concluded that institutional diversity as expressed through curriculum is a necessity in U.S. postsecondary education. Appendix A provides a list of institutions used in the study, and major organizational sources of information on curricular innovation are provided in Appendix B. (LC)

ED 177 954 HE 011 796

Hesburgh, Theodore M.

The Hesburgh Papers: Higher Values in Higher Education.

Pub Date-79
Note-206p.
Available from-Andrews and McMeel, Inc., Kansas City, KS 66202 ($12.95)
Pub Type- Books (010) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Catholic Schools, *Church Related Colleges, *College Role, Educational Objectives, Educational Trends, Ethics, Government School Relationship, *Higher Education, Moral Development, *Religious Education, Religious Factors, *Values
Identifiers-*Catholicism, Notre Dame University IN

In this book the president of Notre Dame University responds to the critics who see the teaching of religion and values as a hindrance to institutions of higher learning, suggesting that no university is truly a university unless it is universal and moves every scholar to look to the total universe. The significance of values in education is because wisdom is more than knowledge. It is claimed that the effects of a neglected moral purpose in higher education are surfacing in government, and that a liberal education must teach discrimination. The book is divided into five sections: (1) An Overview, which discusses the university president, and the past and present of American higher education; (2) The Contemporary Catholic and Christian University, including essays on the vision of the Catholic university in today's world, the challenges of Christian higher education, the Catholic university and freedom, the changing face of Catholic higher education, and new focuses for Catholic education in the 1970s; (3) Special Concerns in Higher Education in Modern America, dealing with science and technology in modern perspective social science in an age of social revolution, the moral purpose of higher education, and the civil rights revolution; (4) The Years of Campus Crisis, covering the generation gap, lessons of the student revolution, and a case study of universities and government interacting in crisis; and (5) The Future: Church, Education, World, including discussions of the post-Vatican II church, education in the year 2000, and problems and opportunities of an interdependent planet. (LBH)

ED 177 955 HE 011 797

Pusey, Nathan M.

American Higher Education, 1945-1970. A Personal Report.

Pub Date-78

Note-204p.

Available from-Harvard University Press, 79 Garden St., Cambridge, MA 02138 ($10.00)

Pub Type- Books (010) - Historical Materials (060) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Access to Education, *College Role, College Students, *Educational Change, *Educational History, Educational Objectives, Educational Opportunities, Enrollment Trends, Financial Problems, Financial Support, Graduate Study, *Higher Education, Historical Reviews, Research and Development Centers, Trend Analysis, Undergraduate Study

Identifiers-Harvard University MA, Institutional History, Lawrence College WI

The transformation of American college life since World War II is traced by a university president who participated in the process at both Lawrence College (1944 to 1953) and Harvard University (1953 to 1971). Some of the crucial changes in university education during that period are discussed, including: its increasing availability to a far greater percentage of an enlarged population; the broadening of the undergraduate curriculum; and the burgeoning of graduate degree programs and research activity. It is shown how universities supplanted colleges as trend-setting institutions and how some of them, as the United States had to assume increased international responsibilities, became the world's strongest agents for intellectual advance. Financial demands are also discussed in a separate chapter. (LBH)

Guide to Foreign Student Authorizations for Canada.
Canadian Bureau for International Education, Ottawa (Ontario).
Pub Date-79
Note-60p.
Available from-Canadian Bureau for International Education, 141 Laurier Avenue West, Ottawa, Ontario K1P 5J3, Canada
Language-English; French
Pub Type- Reference Materials (130) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Admission (School), *College Students, *Eligibility, Enrollment, *Foreign Countries, *Foreign Students, Higher Education, *Immigrants, Laws, Legal Responsibility, Records (Forms), Spouses, Student Application, Student Employment, Universities
Identifiers-*Canada, Canadian Immigration Act

Designed for those who work with foreign students attending Canadian universities and colleges and students who intend to study at Canadian educational institutions, the guide outlines the provisions of the 1978 Canadian Immigration Act. The introductory section covers such areas as definitions of visas and student authorizations, the general provisions of the act, working in Canada, health care while in Canada, and admission of spouse after admission of student. The second section discusses the requirements that must be met before the entering student leaves home. The documents needed at the time of entry to Canada are described in the third section. Other sections identify procedures for changes in terms and conditions, going home for the summer or visits, and removal from Canada. An appendix provides excerpts from the Federal-Provincial Immigration Agreements Act. Sample documents are provided including the application for temporary entry, the student authorization, the employment authorization, and application to vary or cancel terms and conditions of admission. (PHR)

ED 177 957 HE 011 810

McKeachie, Wilbert J.

Teaching Tips. A Guidebook for the Beginning College Teacher. Seventh Edition.

Pub Date-78

Note-338p.

Available from-D.C. Heath and Co., Lexington, MA 02173

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160) - Books (010)

Document Not Available from EDRS.

Descriptors-Check Lists, Classroom Techniques, *College Faculty, *College Instruction, College Students, Educational Research, *Effective Teaching, Ethics, Faculty Development, Grades (Scholastic), Higher Education, Individualized Instruction, *Instructional Improvement, *Student Teacher Relationship, *Teaching Methods, Teaching Techniques

Compiled as a guide for the beginning college teacher, this handbook covers a wide variety of issues relative to college teaching today. The book is based on four premises: (1) education should be guided by a democratic philosophy; (2) students are adults; (3) instructors can occasionally be wrong; and (4) goals of college teaching should include increasing the student's motivation and ability to continue to learn. Topics discussed include: course preparation; meeting a class for the first time; lecturing; organizing effective discussion; six roles of teachers; laboratory teaching; project methods and independent study; how to have smaller classes despite a shortage of faculty; students teaching students; reading, programmed learning, and computer-assisted instruction; PSI, TIPS, contract plans, and modular instruction; audiovisual techniques; role-playing and microteaching; term papers, student reports, visiting experts, and field trips; instructional games, simulations, and the case method; examinations; grades; morale, discipline, order; counseling and individual instruction, class size; ethical standards; motivation, learning, and cognition; personalizing education; research on teaching; student ratings of faculty; improving teaching; and faculty attitudes and teaching effectiveness. Appended are: objectives of a general psychology course, student perceptions of learning and teaching, and a checklist of teaching techniques. A 400-item bibliography is included. (SF)

ED 177 958 HE 011 813

Jones, Deborah L., Comp.

Proceedings: Eighteenth Annual Conference on Research in Medical Education, Washington, D.C., November 6-7, 1979.

Association of American Medical Colleges, Washington, D. C.

Pub Date-Nov 79

Note-454p.

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-Certification, Clinical Experience, Clinic Personnel (School), Effective Teaching, Faculty Development, Faculty Evaluation, Grading, *Graduate Medical Education, *Graduate Medical Students, Medical Care Evaluation, *Medical Education, *Medical Evaluation, *Medical Research, Medical Students, Participant Satisfaction, Patients (Persons), Professional Development, Rating Scales, Simulation, Stress Variables, Student Development, Testing

Identifiers-*Medical School Faculty

The Research in Medical Education (RIME) Program Planning Committee's selections for program materials for the eighteenth annual conference on Research in Medical Education are contained in this volume. The agenda consisted of poster sessions, presentation of papers, and presentation of symposia. Poster sessions examined such topics as student development, medical faculty, instruction, and curriculum. Recertification, residency training, improved medical education, and clinical performance were some of the areas discussed in the symposia presentations. Papers presented were: Patient Simulators in Clinical Teaching'' (Donald A. Bosshart); Assessment of Clinical Reasoning'' (Carl F. Hinz, Jr.); Professional Development'' (H. Tristram Engelhardt, Jr.); Performance Evaluation in Graduate Medical Education'' (Fredric D. Burg); Prediction and Selection'' (Paul R. Elliott); Evaluation of Teaching'' (Arthur I. Rothman); Clinical Performance Rating Scales'' (Charles P. Friedman); Meaning, Communication, and Memory'' (Howard L. Stone); Enhancing Clinical Teaching'' (John Casbergue); Assessment in Continuing Medical Education'' (Oscar A. Thorup); Student Satisfaction and Stress'' (C. Warner Johnson); and Issues in Testing and Grading'' (Jayne Middleton). (LC)

ED 177 959 HE 011 816

Gray, Eileen

Everywoman's Guide to College.

Pub Date-Aug 75

Note-168p.

Available from-Les Femmes Publishing, 231 Adrian Road, Millbrae, CA 94030 ($3.95)

Pub Type- Guides - General (050) - Books (010) - Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors-*Adult Students, College Admission, *College Choice, Colleges, Decision Making, Education Work Relationship, *Females, Graduate Study, *Higher Education, Junior Colleges, Prior Learning, Sex Discrimination, Social Factors, *Student Financial Aid, Universities

Identifiers-*Reentry Students

Information and advice in this guide focuses on the emotional, financial, and academic realities of women returning to school. Chapter One examines the opportunities available today, including such topics as special programs for returning women and the societal factors causing women to return to school. In Chapter Two the decision-making process of returning to school is discussed with emphasis on family reaction. Financial aid is surveyed in the third chapter, including such areas as grants, loans, work/study programs, and indirect areas of need such as child-care and food stamps. How women have been socialized to fail is assessed in the fourth chapter, followed in Chapter Five by a discussion of pre-admission issues (e.g., college credit for what you know, how to cut through college red tape). Chapter Six explores the advantages of two-year colleges, including cost, innovative curriculum, and strong emphasis on counseling. Choosing a four-year college is explained in the seventh chapter, and some considerations in deciding on graduate school are presented in the eighth chapter (e.g., sexism, financial aid, how to apply). In Chapter Nine special programs for returning women are surveyed. The occupational outlook for women college graduates into the 1980's is assessed in the final chapter. Appended are a list of academic terms and a listing by state of resource centers for women. (PHR)

ED 177 960 HE 011 818

Millett, John D.

The States Face Issues of Quality in Higher Education.

Pub Date-31 Jul 79
Note-26p.; Speech presented to the invitational seminar of the Ohio Statewide Coordinating and Governing Boards (July 31, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Standards, Competence, *Educational Accountability, *Educational Assessment, Educational Objectives, *Educational Quality, *Evaluation Criteria, Government Role, *Higher Education, Institutional Evaluation, Performance Criteria, Standards, State Boards of Education, Teacher Qualifications
Identifiers-Outcomes of Education

Three issues of quality in higher education are addressed: defining quality in public higher education, obstacles to the accomplishment of quality, and how to sell the need for quality in public higher education to the government and others. It is suggested that varied standards of student and faculty performance are needed among types of institutions and among programs. Different missions of universities and programs necessarily involve different standards of qualitative evaluation. It is proposed that there is a quantitative dimension to quality. In addition to quantitative standards of institutional size, faculty size, enrollment size, and degree size, institutions need to assess qualifications of the faculty, entering test scores of incoming students, average faculty compensation, the student-faculty ratio, and other parameters. Ideally, the essential indices of quality for any college or university ought not to be inputs but outputs, the outcomes of the educational process, and the outcomes should tell the student learning accomplished, the research performed, the creative expression realized, the public service undertaken, and other values. Two obstacles to achieving quality are (1) a legislative and perhaps a public perception that an avowal of quality is self-serving and (2) the perception among minority groups and especially of blacks that an avowal of quality is simply a new form of racial or ethnic discrimination. To sell the need for quality, it is important to define and make explicit the individual competencies we wish to achieve through higher education. (SW)

ED 177 961 HE 011 820

Ostar, Allan W.

The Effects of Inflation and Pricing Policies on College Enrollments.

American Association of State Colleges and Universities, Washington, D.C.
Pub Date-20 Oct 78
Note-9p.; Speech presented at the College Entrance Examination Board annual meeting (October 1978)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, Colleges, *Cost Effectiveness, Economic Factors, *Enrollment Influences, Fees, *Financial Problems, *Government Role, *Higher Education, *Inflation (Economics), Need Analysis (Student Financial Aid), Needs Assessment, Student Financial Aid, Trend Analysis, Tuition, Universities
Identifiers-Cost Containment

Some of the effects of inflation and pricing policies on college costs are discussed, and it is shown that rising college costs have a negative effect upon student opportunity and access. Continual escalation of tuition and fees can lead to a shrinking of the higher education enterprise. Federal efforts (and state efforts to the extent that they deal with direct student aid programs) have been remedial: how to help students after the college tuition and fees have gone up. Government attention has not focused on how to keep college costs down. The present student aid strategy to assist students should be based on low tuition, grants, and work/study. Low tuition is not need-based; it is efficient because it does not require the bureaucratic procedures and costs of need-based aid, and it has been demonstrated to be effective. Government reliance on student loan programs is suggested to be particularly troublesome because of the costs involved in administering the program, and because the philosophical basis of the loan program negates the benefits that society receives from higher education and its graduates. (Author/PHR)

ED 177 962 HE 011 822

Albanese, Frank N. And Others

Consumer Protection in Postsecondary Education: A National Invitational Conference. Program Handbook.

Spons Agency-Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; Department of Labor, Washington, D.C.; Education Commission of the States, Denver, Colo.; Veterans Administration, Washington, D.C.

Pub Date-Mar 74

Note-133p.; Preconference papers and background articles for conference (Denver, CO, March 18-19, 1974)

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Accreditation (Institutions), College Students, *Consumer Protection, *Educational Accountability, Higher Education, Information Needs, Marketing, *Postsecondary Education, Proprietary Schools, Publicize, State Agencies, *Student Rights

Identifiers-Advertising

Twelve preconference papers and background articles that identify issues in consumer protection in postsecondary education are presented. The papers and articles include Recruitment Practices of Postsecondary Schools'' (Frank N. Albanese); The Role of a State Agency in Consumer Protection'' (Philip F. Ashler); The Three R's of Postsecondary Consumer Protection Consumer Rights, Responsibilities, and Redress'' (Brad Baker); Suggested Advertising Guidelines for Educational Institutions'' (William A. Goddard); Consumer Protection in Postsecondary Occupational Education One View of the Problem and a Suggested Strategy for Solution'' (Kenneth B. Hoyt); Accreditation and Consumer Protection'' (Robert Kirkwood); Traditional Higher Education Is Consumer Protection a Legitimate Concern'' (N. Edd Miller); Consumer Advocacy and Student Consumer Protection in Postsecondary Education'' (Helen E. Nelson); Vocational Schools Deceptive and Unfair Advertising Practices'' (Steven D. Newburg-Rinn); Who's in the Center of the Education Marketplace?'' (Sandra L. Willett); The Accreditation Debate'' (George E. Arnstein); and University Student Consumer Action'' (Richard L. D. Morse). A directory lists, alphabetically by state, agencies involved in postsecondary consumer protection. (PHR)

ED 177 963 HE 011 825

Bowen, Howard R.
Is College Worth the Cost?
Council for Financial Aid to Education, New York, N.Y.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Apr 78
Note-24p.
Available from-The Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Attendance, College Graduates, Cost Effectiveness, Economic Factors, *Educational Accountability, Educational Assessment, *Educational Benefits, *Educational Economics, *Higher Education, *Student Development

Whether college is worth what it costs is reviewed in this summarization of the author's book, ``Investment in Learning.'' A survey of the literature leads to the following four conclusions: (1) that the economic returns of higher education, in the form of higher earnings,

improved technology, and a higher gross national product, alone offset the costs; (2) that the noneconomic returns, in the form of human development, the cultural advancement of society, and national security, are at least as valuable as the economic returns; (3) that the direct personal satisfactions are substantial; and (4) that the total returns exceed the costs by several times. The differences among institutions of higher education are suggested to be less in their educational impact than is commonly thought, when allowance is made for differences in the individual student's background about ability. A rationale for deciding on further expansion of higher education is presented in the concluding section. (Author/PHR)

ED 177 964 HE 011 826

Nurse Training Act Amendments of 1979. Hearing before the Subcommittee of Health and the Environment of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-Sixth Congress, First Session on H.R. 1143, H.R. 1337, and H.R. 1651 (March 22, 1979).

Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.
Report No.-House-Ser-96-6
Pub Date-22 Mar 79
Note-149p.; Some pages may not reproduce well due to light or small type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Finance, *Educational Legislation, Federal Aid, *Federal Legislation, Financial Support, *Health Occupations Education, Higher Education, Nurses, *Nursing, Public Health, *Student Financial Aid
Identifiers-H R 1143, H R 1337, H R 1651, *Nurse Training Act Amendments 1979, Nursing Education, Position Papers, Public Health Service Act

Hearings on the Nurse Training Act Amendments of 1979 are presented. Texts are given of House Resolutions 1143, 1337, 1651, 1820, and 2489 to amend Title VIII of the Public Health Service Act to extend for two fiscal years the program of assistance for nurse training. Statements, testimonies, and letters from witnesses are provided. Among the statements submitted were those of the Honorable Baltasar Corrada, Resident Commissioner of Puerto Rico; Henry Foley, Administrator, Health Resources Administration (DHEW); Mary Lohr, Dean, University of Michigan School of Nursing; and Constance Holleran, American Nurses Association. Material was submitted by the American Nurses Association and the Department of Health, Education and Welfare. Statements and letters submitted for the record include the following sources: the American Hospital Association; the American Association of Colleges of Nursing; the National Student Nurses' Association, Inc.; the American Medical Association and the American Psychiatric Association. (PHR)

ED 177 965 HE 011 827

Family Contribution Schedule for the Basic Educational Opportunity Grant Program, 1979. Hearing Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress (April 6, 1979).

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.
Pub Date-6 Apr 79
Note-50p.; Not available in paper copy due to small print and light type of original
Available from-Superintendent of Documents, Government Printing Office, Washington, DC 20402
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, College Students, Educational Finance, *Educational Legislation, *Eligibility, Family Income, *Federal Aid, *Federal Legislation, Financial Support, Government Role, Grants, Higher Education, *Parental Financial Contribution, *Student Financial Aid
Identifiers-*Basic Educational Opportunity Grant, Position Papers

The text of a hearing before the Senate Subcommittee on Education, Arts and Humanities is presented in which the family contribution schedule for the Basic Educational Opportunity Grant (BEOG) Program for 1979 was discussed. A letter from Joseph Califano, Secretary of Health, Education and Welfare, states that implementation of the BEOG program will be possible in the 1979-80 academic year (resulting in increased entitlement for at least 600,000 students and eligibility for an additional 60,000). Texts of statements by Joel Packer, Legislative Director of the United States Student Association; the National Association of Student Financial Aid Administrators; the National Association of Independent Colleges and Universities; and testimony presented by Jerold Roschwalb, Director, Office of Governmental Relations/Higher Education of the National Association of State Universities and Land-Grant Colleges are included. (PHR)

Difficulties in Determining If Nuclear Training of Foreigners Contributes to Weapons Proliferation. Report by the Comptroller General of the United States.

Congress of the U.S., Washington, D.C. House Committee on Appropriations.

Spons Agency-Congress of the U.S., Washington, D.C. House Committee on Appropriations.

Report No.-ID-79-2

Pub Date-23 Apr 79

Note-107p.

Available from-General Accounting Office, DHISF, Box 6015, Gaithersburg, Maryland 20760 (Free)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Atomic Theory, College Students, *Educational Policy, *Foreign Nationals, Foreign Students, *Government Role, Higher Education, Military Science, *Nuclear Physics, Nuclear Warfare, Political Power, Research Projects, Statistical Data, Technology Transfer, Universities

Identifiers-*Atomic Energy Commission, International Atomic Energy Agency

The General Accounting Office (GAO) conclusion that it is impossible to determine the contribution of U.S. nuclear training of foreigners to the spread of nuclear weapons is presented. The GAO position is that there is no way to ascertain the true intentions of foreign nationals being trained or the motivations of their countries. Issues warranting further study are cited, and an overview of nuclear training is provided including such areas as U.S. policy and the availability of weapons-related data. The role of U.S. government facilities in training foreigners and alien participation in U.S. nuclear research is examined. Nuclear training at U.S. universities is explored including a survey of courses offered relevant to nuclear weapons and the government's role in admitting foreign students and supporting collegiate nuclear activities. Also discussed are industry-sponsored training programs available to foreign nationals and the training activities of the International Atomic Energy Agency. Among the conclusions listed is the finding that over a 22-year period only a relatively small number of foreigners received training related to the key nuclear technologies. Among appendices are a brief description of early formal training courses available to foreigners at Atomic Energy Commission facilities and a description of selected university courses in nuclear-related fields. (PHR)

ED 177 967 HE 011 836

Jons, Tom And Others

Legislative Actions Affecting Higher Education 1979. Forty-Sixth Washington State Legislature. Report No. 80-1.

Washington State Council for Postsecondary Education, Olympia.
Pub Date-Jul 79
Note-112p.
Available from-Council for Postsecondary Education, 908 East Fifth Avenue, Olympia, WA 98504
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Budgeting, Comparative Statistics, Educational Finance, Fees, *Higher Education, Program Budgeting, *State Aid, *State Legislation, State Programs, Student Financial Aid, Tuition
Identifiers-*Washington

Legislative actions affecting higher education in the state of Washington in 1979, enacted by the forty-sixth Washington state legislature are presented. Numbers and brief descriptions of both House and Senate bills are provided in Section 1. Section 2 summarizes Senate and House resolutions and appropriations act study provisos directed to the Council for Postsecondary Education. Also included in this section are the texts of Senate Resolution 1979-90, 1979-95, 1979-96, and 1979-97. The operating budget for 1979-81 for higher education in the state is provided in Section 3, including a comparison of the 1978-79 and 1979-81 figures. The capital budget for 1979-81 for higher education is outlined in Section 4. The final section gives the 1979 tuition, fees, and financial aid figures and a comparison of the tuition and fee rates between 1978-79 and 1979-81. Appended are tables that show the operating budgets in the state by institution, program, and source of funds; the capital budget for new projects by institution, project, and fund source; and texts of selected legislation. (PHR)

Knapper, Christopher K.
Evaluating Instructional Development Programmes.
Pub Date-1 Jul 79
Note-9p.; Paper presented at the International Conference on Improving University Teaching (5th London, England, July, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitudes, *College Instruction, Course Evaluation, Curriculum Development, *Effective Teaching, Foreign Countries, Higher Education, Improvement Programs, *Instructional Improvement, Program Development, *Program Evaluation, *Program Improvement, *Teacher Evaluation, Teaching Quality
Identifiers-Canada

The effectiveness of instructional development evaluation programs is assessed. It is suggested that although it is a basic tenet in instructional development that teaching improvement is closely linked to effective evaluation, it is ironical that most instructional development programs have themselves been evaluated only superficially, if at all. There is very limited evidence that teaching practices and learning effectiveness have been substantially changed as a result of the instructional development. Evaluation strategies on three levels are discussed: (1) activity within the program, which can be monitored in terms of number of contacts made and distribution of instructional materials; (2) attitudes can be measured (teaching, learning, and program); and (3) the collection of empirical evidence for changes related to improved learning and teaching. In practice most evaluation of instructional development programs has been confined to the first two levels. A recent informal survey of instructional developers in several countries revealed that not only are evaluation efforts scarce, but many instructional developers are resistant to the very notion of formal assessment of their activities. The reasons for this, such as budgetary considerations, are explored. (Author/PHR)

ED 177 969 HE 011 845

Abramovitz, Mimi

Utilization of Negotiated Tuition Aid Benefits. A Summary of the Study Where Are the Women? A Study of the Underutilization of Tuition Aid Plans.''

Cornell Univ., Ithaca, N.Y. Inst. for Education and Research on Women and Work.

Pub Date-Nov 78

Note-19p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Students, *Career Development, Educational Opportunities, Eligibility, *Employees, Females, *Fringe Benefits, Higher Education, Industry, Occupational Aspiration, Private Financial Support, School Industry Relationship, *Student Financial Aid, *Tuition

A chapter from the forthcoming book, Practitioners' Guide to Education for Working Adults,'' describes a year-long study to explore the low utilization of tuition aid plans in three unionized companies. The research has shown that the use of tuition aid programs is in inverse ratio to need. Workers who tend to utilize tuition aid are those who have the most education and hold the best paid, highest skilled jobs with the greatest opportunity for advancement. Since women are clustered in low wage, low skill jobs they tend to be those who use this benefit least of all. The study showed, however, that working women no longer put personal development first as a reason for returning to school, her interest now is in acquiring job-related skills leading to promotion. Discouragement about the rewards of extra effort seems a prime reason why men and women do not use tuition aid benefits. Changes in the tuition aid programs, such as greater cost sharing, rearranging work schedules, and career counseling, are recommended. (Author/PHR)

ED 177 970 HE 011 849

Warren, Jonathan R.
Some Specifics in General Education.
Pub Date-28 Apr 79
Note-10p.; Paper presented at the Annual Metropolitan Conference on General Education and Entering Learners (3rd, Wayne, New Jersey, April 28, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Style, College Students, Course Content, *Course Objectives, *Educational Objectives, *General Education, Higher Education, *Intellectual Development, Liberal Arts, Problem Solving, Teaching Techniques, *Thought Processes

The concept of general education, its specific goals, and its role in the college curriculum are discussed. The goals of general education appear to center around teaching students to think analytically and to synthesize ideas into a general understanding. It is suggested, however, that these objectives tend to get lost in the specifics of individual courses. Analytical thinking is defined as making accurate identifications, distinctions, or discriminations. Synthesizing ability is associated with integration, generalization, and extrapolation. Responses to short intellectual task tests are examined as a means of assessing students' analytical thinking and synthesizing ability. It is suggested that through analysis of student responses the narrow educational goals of general education can be extended to more general, yet still definable, objectives. The importance of broadening goals beyond the concerns of course content is emphasized. Clarification of the intellectual tasks required of students may lead to new approaches in instruction and should facilitate the skills of analysis and synthesis. (SF)

ED 177 971 HE 011 850

Cross, K. Patricia

Looking Ahead: Spotlight on the Learner.

Pub Date-5 Apr 79

Note-18p.; Paper presented at the National Conference on Developmental Education (6th, Lexington, Kentucky, April 5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies, College Faculty, College Students, Cost Effectiveness, *Developmental Programs, Educational Economics, *Educational Quality, Enrollment Rate, Higher Education, *Instructional Improvement, *Nontraditional Students, Part Time Students, Prior Learning, Student Characteristics

Identifiers *High Risk Students, Nontraditional Education

Developmental education and underprepared entering college students are discussed in light of the increasing diversity in college student bodies. It is noted that larger numbers of older students are gaining access to higher education. Although specialists in the field of developmental education are equipped to deal with the problems of these new students, it is suggested that the average faculty member is not. Diversity is continuing to increase in student bodies, but volume or enrollment rates are remaining stable or declining. Problems created by these concurrent conditions center around demands for change and setting of priorities. It is recommended that efforts be focused on helping faculty members deal more adequately with diversity in their classrooms while keeping cost increases to a minimum. Special services such as counselors and tutors may be too expensive and it is recommended that students must assume more responsibility for their own learning. More alternative educational options should be made available such as: off-campus programs, flexible scheduling, and credit for prior learning. Advantages and disadvantages of these nontraditional approaches are discussed. The importance of reorienting the educational system to create self-directed learners is emphasized. (SF)

ED 177 972 HE 011 851

New Medical College Admission Test. Interpretive Manual.
Association of American Medical Colleges, Washington, D. C.
Pub Date-77
Note-144p.
Available from-Association of American Medical Colleges, One Dupont Circle, Suite 200, Washington, DC 20036 ($10.00)
Pub Type- Numerical/Quantitative Data (110) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Admission (School), *Admission Criteria, *College Entrance Examinations, *Competitive Selection, *Graduate Study, Higher Education, *Medical Education, Norm Referenced Tests, Scoring, *Test Interpretation, Test Reliability
Identifiers-*Medical College Admission Test

The manual was designed to aid members of admissions committees in the use of the new Medical College Admission Test (MCAT) for the selection of applicants, and to familiarize health professions advisors and other groups of the basic characteristics of the test and its selection and counseling functions. The first chapter includes a rationale for the development of the new test and test specifications and development information. Characteristics of the subtests and a comparison of the new and old test are also provided. Chapter 2 discusses the scoring procedures for the new test including methods of calculation, score reporting formats, and equivalence scales. In chapter 3 the technical considerations of the interpretation of the new test are assessed in areas such as reliability and independence of measured abilities. The fourth chapter surveys the normative considerations of interpretation including the use of the test by the undergraduate major, by racial and ethnic background, and by sex. Chapter 5 details the use of the new MCAT in admissions decisions. The final chapter presents preliminary research and implications on the test. Technical supplements provide facts on the speededness of the test, and methods for converting raw scores and equating successive forms of the test. Guidelines for calculating local norms are appended. (PHR)

ECS Policy: 1978 Student Assistance Recommendations.
Education Commission of the States, Denver, Colo.
Pub Date-78
Note-15p.
Available from-Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, Educational Finance, *Federal Aid, Federal Programs, Federal State Relationship, Government Role, Government School Relationship, Grants, Higher Education, *Need Analysis (Student Financial Aid), Scholarships, State Action, *State Aid, State Federal Aid, State Government, Statewide Planning, *Student Financial Aid, *Student Loan Programs, *Student Needs
Identifiers-Basic Educational Opportunity Grants, Position Papers

Recommendations for state and federal policies on need-based student assistance are presented in this position paper from the Education Commission of the States. Student assistance is viewed as one of the most effective ways of meeting state and national goals for expanding access and choice in postsecondary education. The importance of effective collaboration between state and federal level programs to insure that assistance is given to the students who need it most is emphasized. The concept of a federal-state institutional partnership in student aid is discussed. A set of six guidelines is proposed as a policy base. These include recommendations concerning: coordination of programs, accessibility of education, need-based student assistance, the Basic Educational Opportunity Grant program, and the state and federal roles in student assistance. Nineteen policy recommendations are advanced for state programs, federal programs, and state-federal institutional partnerships. (SF)

ED 177 974 HE 011 853

Millard, Richard M.
The Future of Higher Education in the 1980s: Boom? Doom? Gloom? Bloom?
Education Commission of the States, Denver, Colo.
Pub Date-31 Jul 79
Note-19p.; Paper presented at the Inservice Education Program Seminar for Members of Statewide Coordinating and Governing Boards held in conjunction with the Annual Meeting of the State Higher Education Executive Officers (26th, Santa Fe, NM, July 31, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accountability, Administrative Policy, Changing Attitudes, Cost Effectiveness, Demography, Educational Assessment, *Educational Change, *Educational Trends, Enrollment Trends, *Government School Relationship, *Higher Education, Performance Based Education, *State Boards of Education, Trend Analysis

Trends and changing conditions likely to affect state higher education boards and their functions, and responses to the changes are the focus of this paper. Three underlying factors are identified that all changes will not affect all states in the same way, that no two state boards are exactly alike, and that many of the more recently established boards, in particular, were set up to deal with rapid growth and may not be designed or empowered to function with the radically changed conditions. Among the changing trends identified are enrollment projections and demographic information, growing fiscal restraints, increasing concern with accountability (especially at the state level), recognizing social justice issues (for such groups as women, the handicapped, and the economically disadvantaged), and the relationship between the higher education board and the executive and legislative branches of government. It is concluded that the picture is more one of gloom and doom than bloom and boom, but that it also offers the opportunity for the development of a leaner but healthier system of higher education. Six recommendations are made, including that more attention be directed to performance criteria. (PHR)

ED 177 975 HE 011 854

Moore, Kathryn M. Sangaria, Mary Ann Danowitz

Mobility and Mentoring: Indications from a Study of Women Administrators.

Pub Date-Apr 79
Note-30p.; Paper presented at the National Conference of the American Association for Higher Education (Washington, D.C., April 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Personnel, *Administrator Characteristics, Career Development, *Career Opportunities, *Females, Higher Education, *Occupational Mobility, Role Models, Sex Differences
Identifiers-*Administrators, *Mentors, Pennsylvania

The study explored the career and professional socialization patterns of top women administrators in comparison to their male counterparts. A 24-item questionnaire was developed and 89 usable questionnaires were returned from women administrators in Pennsylvania. Subjects were classified into one of three position categories major academic, middle academic, and major support. Background characteristics, such as age, marital status, and education, are reviewed. Findings revealed that many women had changed positions recently; the majority of women, however, have built their careers in one institution. Forty percent of the women said they anticipated a move to another position within the next five years. As to the question of a mentor, only about one third of the major academic respondents indicated that a mentor was important to them in their careers. The other two categories of women administrators were split nearly evenly between those who had mentors and those who did not. The majority of women felt that having held a particular position was the significant career influence. As the findings were limited to Pennsylvania, the sample was considered too specific to permit generalizations. (PHR)

ED 177 976 HE 011 863

Corson, John J.

Management of the College or University: It's Different! Topical Paper No. 16.

Arizona Univ., Tucson. Center for the Study of Higher Education.

Pub Date-Jun 79

Note-19p.

Available from-Center for the Study of Higher Education, University of Arizona, 1415 North Fremont Ave., Tuscon, AZ 85719

Pub Type- Guides - Non-Classroom (055) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accountability, Administrative Personnel, *College Administration, Colleges, *Decision Making, Environmental Influences, Higher Education, Institutional Autonomy, *Institutional Characteristics, *Leadership, *Management, *Organizational Climate, Universities

Identifiers-College Presidents

A comparison of the management of institutions of higher education with that of other types of enterprises is presented. The first section explores how management is affected by the purpose of the enterprise and the environment within which it operates. The impact of the external environment is assessed and three types of internal organizations are defined: coercive, utilitarian, and normative. Differing organizational structures, such as the distribution of authority and the shifting of leadership, are examined in Section Two. The process of decision-making and management is surveyed in the third section, followed by a discussion of the degree of accountability required of the enterprise and the methods of managerial control that are applicable. A final section summarizes the distinctive characteristics of the college or university and suggests how academic managers manage. (Author/PHR)

New England Regional Student Program Enrollment Report 1975-1976.
New England Board of Higher Education, Wellesley, Mass.
Pub Date- 76
Note-55p.; For related documents see HE 011 870-871
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Admission (School), *College Students, Eligibility, *Enrollment Trends, Geographic Regions, Graduate Study, Health Occupations Education, Higher Education, Interinstitutional Cooperation, Postsecondary Education, Private Colleges, *Regional Programs, State Colleges, State Universities, *Student Exchange Programs, Tuition, Undergraduate Study
Identifiers-Connecticut, Maine, Massachusetts, *New England Regional Student Program, New Hampshire, *Out of State Students, Rhode Island, Vermont

Data on enrollment for the 1975-1976 academic year in the New England Regional Student Program is presented. At both undergraduate and graduate levels, the regional program allows eligible students to receive preference in admission among out-of-state applicants in participating states, and to be charged the in-state tuition upon admission. Benefits, eligibility, participating colleges, and application information is explained. Statistics are included in the following categories: total enrollment, sectoral enrollment, enrollment in two-year colleges and institutes, four-year colleges, at the university undergraduate and graduate levels, and in the health professions. Institutional data are provided by type of institution and state (participating states are Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont). Among highlights of the report are the facts that 3,241 students enrolled in 554 degree programs at 65 institutions, that 443 students enrolled in Health Professions Contract Programs including veterinary medicine, for the first time, that there was an almost 10 percent increase in enrollment over the 1974-1975 academic year, and that New Hampshire and Connecticut continue as net exporters of regional students. (Author/PHR)

ED 177 978 HE 011 870

New England Regional Student Program Enrollment Report 1978-79.
New England Board of Higher Education, Wellesley, Mass.
Pub Date- 79
Note-73p.; For related documents see HE 011 869-871
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Students, Eligibility, *Enrollment Trends, Health Occupations Education, Higher Education, *Interinstitutional Cooperation, Pharmacy, *Regional Cooperation, State Colleges, *Student Exchange Programs, Tuition
Identifiers-Connecticut, Maine, Massachusetts, *New England Regional Student Program, New Hampshire, *Out of State Students, Rhode Island, Vermont

Enrollment statistics for 1978-79 participation in the New England Regional Student Program are presented. The program is designed to provide residents of the New England states (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont) with programs of study at out-of-state institutions for in-state tuition cost (or in some cases 25 percent more than the in-state fee). The ruling condition is that the program of study is not available in the student's own state. Information is divided into the following categories (and further broken down into state): students attending two-year colleges and institutes, students attending state colleges, students attending the six state universities and the University of Lowell and Southeastern Massachusetts University, and students in the health professions contract program. Among findings of the study were that there was an increase of almost seven percent in the number of students enrolled in the program for the academic year 1978-79, that enrollment in non-contract study programs increased by over eight percent, that enrollment is highest in the field of Pharmacy, and that 631 degree programs are being used under the program at 63 colleges and universities in the region. (PHR)

ED 177 979 HE 011 871

Burns, Jeanne M., Comp.
New England Regional Student Program Enrollment Report 1976-1977.
New England Board of Higher Education, Wellesley, Mass.
Pub Date-Feb 77
Note-64p.; For related documents see HE 011 869-870
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Admission (School), *College Students, Eligibility, *Enrollment Trends, Health Occupations Education, Higher Education, Interinstitutional Cooperation, *Regional Programs, State Colleges, State Universities, Student Application, *Student Exchange Programs, Tuition
Identifiers-Connecticut, Maine, Massachusetts, *New England Regional Student Program, New Hampshire, *Out of State Students, Rhode Island, Vermont

Enrollment statistics for the 1976-1977 academic year in the New England Regional Student Program are presented. At both undergraduate and graduate levels, the regional program allows eligible students to receive preference in admission among out-of-state applicants in participating states, and to be charged only the in-state tuition upon admission. Benefits, eligibility, participating colleges, and application information are explained. Statistics are included in the following categories: the non-contract program, the health professions contract program, state participation, enrollment at two-year colleges and institutes, enrollment at New England state colleges, and enrollment at the six state universities and the University of Lowell and Southeastern Massachusetts University. States participating in the program include Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Among findings of the study were that there was an overall increase in enrollment of over seven percent for the academic year 1976-1977, that enrollment in the health contract programs increased 12 percent, that 593 degree study programs were offered for regional enrollment by public colleges and universities, and that enrollment is highest in health-related courses and in such fields as forestry, business administration, and library science. (PHR)

ED 177 980 HE 011 872

A Study of the Veterinary Medicine Graduates of the WICHE Student Exchange Programs Showing the Relation of That Group to the Total Veterinarian Manpower of the WICHE States.

Western Interstate Commission for Higher Education, Boulder, Colo.
Pub Date-Feb 77
Note-47p.
Available from-Student Exchange Programs, Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Enrollment, Followup Studies, *Geographic Location, Graduate Students, Graduate Study, *Graduate Surveys, Higher Education, Interinstitutional Cooperation, *Student Exchange Programs, *Veterinary Medicine
Identifiers-Alaska, Arizona, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, *United States (West), Utah, *Veterinarians, Wyoming

The relation of veterinarian manpower of the WICHE (Western Interstate Commission for Higher Education) states to the veterinary medicine graduates of the WICHE student exchange programs (SEP) is presented. The states included in the WICHE program are Alaska, Arizona, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, and Wyoming. Tables include details on the location of the WICHE SEP graduates, the number of veterinarians located in WICHE states, and analysis of the relationship of graduates to manpower by state. Among findings were that 51 percent of the SEP graduates in 1975 were located in the home state that had sent them as exchange students, that of the total number of veterinarians graduated from all schools located in the sending states the SEP graduates represent 41 percent, and that the graduates are mobile (e.g., as many pre-1956 graduates of Colorado State University are located in California as are located in Colorado). Other findings showed that out of a total of 3801 SEP-era graduates located in the WICHE region, 642 (17 percent) are SEP graduates. (PHR)

ED 177 981 HE 011 873

Origin of Kentucky College and University Enrollments, Fall 1978.
Kentucky Council on Public Higher Education, Frankfort.
Pub Date-78
Note-222p.; Not available in hard copy due to marginal legibility of original document
Available from-Kentucky Council on Higher Education, West Frankfort Office Complex, Frankfort, KY 40601
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Freshmen, Colleges, *College Students, Comparative Statistics, *Enrollment, *Geographic Distribution, *Higher Education, Junior Colleges, Junior College Students, Private Colleges, *State Universities, Upper Division Colleges
Identifiers-*Kentucky

The 12th annual Council on Higher Education Report on the origin of students enrolled in Kentucky colleges and universities is presented. Reports detail the enrollment by county of origin and state of origin in the following categories: state-supported and independent institutions, state-supported universities, University of Kentucky junior colleges, independent senior institutions, and independent junior institutions. The same categories are used to report first-time freshman enrollment. Tuition waiver enrollment is provided by state and county of origin for state-supported universities. First-professional enrollment data are listed by both county and state of origin. Enrollment from 1974-1978 by county or origin is provided. Total enrollment summaries as a percent of the population and first-time freshman enrollment as a percent of high school graduates (both by county of origin for state-supported and independent institutions) are included. Among findings of the study are that 126,949 students enrolled during the fall of 1978 in state-supported and independent institutions, that 86.9 percent of students at state-supported institutions were from Kentucky, and that 84.5 percent of the first-time freshmen enrolled in in Kentucky colleges and universities were from Kentucky. (PHR)

The Council of Ontario Universities Experimental Achievement Testing Programme. Summary Report.

Council of Ontario Universities, Toronto. Research Div.
Pub Date-Sep 79
Note-164p.
Available from-Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Ability Identification, *Achievement Tests, *College Entrance Examinations, *College Freshmen, *Evaluation Methods, Foreign Countries, Grades (Scholastic), Higher Education, Predictive Ability (Testing), *Predictive Measurement, Predictive Validity, Predictor Variables, Testing, Test Results
Identifiers-Canada

To evaluate the usefulness of standardized achievement tests in assessing pre-university academic achievement and aptitude, the Council of Ontario Universities administered tests to incoming freshmen at four Ontario universities, and also examined their high school and subsequent university performance. The tests were designed to measure achievement in English and Mathematics; a writing sample was also taken. The tests used were evaluated for technical quality and validity. It was generally concluded that the tests utilized were found to have generally satisfactory technical qualities, and their utility in evaluating present ability and predicting future performance was comparable to those found in similar studies, that these tests would be useful for selection decisions in the absence of data on students' previous year performance, and that the addition of test scores to students' high school performance data would add only slightly to the efficiency of student selection data. It was further concluded that high school marks, despite their deficiencies, remain the best predictors of university success. Appendices include tables that summarize the findings. (Author/PHR)

ED 177 983 HE 011 880

Stanton, L. Patrick

A Record of the Processes Leading to Faculty Collective Bargaining at Chicago State University.

Pub Date-Mar 77

Note-90p.; Practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Pub Type- Dissertations/Theses (040)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Collective Bargaining, College Faculty, Educational History, Employer Employee Relationship, Governing Boards, *Grievance Procedures, Higher Education, *Negotiation Agreements, *State Universities, *Teacher Strikes, Unions

Identifiers-*Chicago State University IL, Illinois

An objective record is presented of the processes that led to faculty collective bargaining at Chicago State University (CSU), based principally on the published proceedings of the Board of Governors of State Colleges and Universities of the State of Illinois. The study presents chronologically the official record of the CSU faculty-governing board relationship from April 1965, when a governance transfer of Chicago Teachers College from the City of Chicago to the State of Illinois was announced, to October 1976, when the American Federation of Teachers was elected agent for the faculty of CSU and its four sister board-governed state universities. The account of the early years leads to April 1968 and probably the nation's first strike at a four-year institution over collective bargaining. The chronology of the years following supplies a record of the events that led the Board to enter into faculty collective bargaining without enabling legislation, a first in Illinois and apparently the nation. (Author/PHR)

ED 177 984 HE 011 881

Problems and Outlook of Small Private Liberal Arts Colleges. Report to the Congress of the United States by the Comptroller General.
General Accounting Office, Washington, D.C.
Report No.-HRD-78-91
Pub Date-25 Aug 78
Note-107p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Educational Finance, *Enrollment Trends, *Federal Aid, Financial Needs, *Financial Problems, Government School Relationship, Higher Education, Liberal Arts, *Private Colleges, Retrenchment, *Small Colleges, Trend Analysis
Identifiers-Financial Indicators

The problems and outlook of small private liberal arts colleges are examined with regard to: the segment of private higher education that is in financial trouble, with a view as to why; the actions being taken by troubled schools to remedy their problems; and the effect of federal and state programs on the financial status of these institutions. An introduction considers the rationale for the study and details federal support for higher education, classifications of private higher education, and the scope of the study. The dilemma of private education is surveyed, including the declining enrollment growth, the growing tuition gap between public and private sectors, and the growth of the community college system. The financial crisis of the private college is analyzed, focusing on the severity of the problem and reasons for serious financial trouble. Efforts to improve financial conditions are considered, and actions to increase revenue, reduce expenditures, and improve the financial solvency of the schools are discussed. It is concluded that one-fourth to one-third of the private higher education institutions experience financial difficulty, and recommended that Congress should require periodical review by the Secretary of Education to assess the financial condition of the institutions. A glossary, summary of selected federal programs to assist postsecondary education, the survey questionnaire, and tables on the survey are appended. (PHR)

ED 177 985 HE 011 882

Charland, William A., Jr.

On Building A Learning Community of Adults.

Pub Date-May 78
Note-19p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Students, Curriculum Design, External Degree Programs, *Group Dynamics, Interaction Process Analysis, *Nontraditional Students, Open Education, Part Time Students, Performance Factors, Postsecondary Education, Questionnaires, *Seminars, *Teaching Techniques
Identifiers-Midlife Change, *Project Transition, *Reentry Students

An exploration of Project Transition, an outgrowth of the University Without Walls program for adult learners, is presented. The development on nontraditional educational thinking is recounted from a personal standpoint, including the realization that return to education in mid-life often signaled a larger decision to reshape personal identity, and that this group needed a supportive re-entry experience in order to learn successfully. Early seminars are surveyed, and the evolvement of Project Transition is detailed. Topics of seminars developed include: The Psychology of Adulthood, Values in Adult Experience, Perspectives on the Future, and Learning as Adults. The rationale for course topics and seminar setting is examined. Four phases of life in a learning community are identified. The first is engagement, the phase in which participants in a group first become acquainted with each other, the setting, and the task. The second is shared leadership, the phase in which the group members begin to share responsibility for what happens in the group. The third phase is involvement, as members have developed knowledge of their roles and move ahead to the task of learning together. The final phase is disengagement, the realization that the life of the group is ending. A Project Transition student questionnaire and participation graphic are appended. (PHR)

ED 177 986 HE 011 885

Tennessee Higher Education Commission Staff Study. Re: House Resolution No. 107.

Tennessee Higher Education Commission, Nashville.
Pub Date-12 Feb 79
Note-79p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Civil Rights, *College Faculty, Educational Legislation, *Equal Opportunities (Jobs), Females, *Higher Education, Institutional Evaluation, Promotion (Occupational), *Salary Differentials, *Sex Discrimination, *State Legislation, State Surveys, Teacher Salaries
Identifiers-Tennessee Higher Education Commission, *Tennessee House Resolution 107

The Tennessee Higher Education Commission conducted a study of the salaries of teaching staff and faculty in response to Tennessee House Resolution 107 on sexual discrimination. This study is the first known statewide effort to determine academic salaries. A multiple regression analysis model was used. Among the general findings were that: (1) many institutions indicated that sex was not a statistically significant factor in salary determination; (2) there is considerable variation among campuses on procedures for salary review; and (3) women faculty members are concentrated in the lower paying disciplines (education, home economics, nursing, social sciences, humanities, and fine arts). General recommendations included in part, that each campus should develop systematic methods for annual review of salaries to determine if sex is a discriminatory factor, that women should be encouraged to seek doctoral degrees to enhance their chances of promotion and higher salaries, and that institutions should increase their efforts to attract women in fields where they are significantly underrepresented. Appended are the survey instrument, a number of institutional reports of litigation and efforts to promote sexual equality, and a summary of statistical analyses performed by the commission. (Author/PHR)

ED 177 987 HE 011 887

The Price of Admission: An Assessment of the Impact of Student Charges on Enrollments and Revenues in California Public Higher Education.

California State Postsecondary Education Commission, Sacramento.
Pub Date-Sep 79
Note-137p.
Available from-California Postsecondary Education Commission, 1020 12th St., Sacramento, CA 95814
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Access to Education, Budgets, College Students, Community Colleges, Educational Economics, Educational Finance, *Enrollment Rate, Expenditure Per Student, *Fees, *Higher Education, *Public Education, State Aid, State Colleges, State Government, Statewide Planning, *Student Costs, *Tuition
Identifiers-*California

Student charges for public higher education in the State of California are examined in light of current financial problems. Of major concern is the impact of increased student charges on enrollment levels. Rates of participation in public postsecondary education in California are among the highest in the nation and student charges are among the lowest. The costs and benefits of California public education system are examined in detail and data concerning state expenditures are tabulated. Various methods of setting student fees for both the two- and four-year institutions that are discussed include: cost-of-instruction method, charges based on the level of the student and on comparison to similar institutions, community college charges based on credit/noncredit distinction, charges based on future earnings of the student, and charges based on anticipated deficits in segmental budgets. Studies investigating the impact of price on the demand for higher education are reviewed. From these studies components of a model for assessing enrollment affects are presented and four possible student fee policy options are examined in depth. It is concluded that any appreciable increase in student charges would reduce enrollment in all public postsecondary segments and diminish educational opportunity in the State of California. (SF)

ED 177 988 HE 011 888

Ezell, Annette Schram

Institutional Goals Analyses of a Health Science Subsystem in a Statewide Higher Education System.

Pub Date-Sep 79

Note-24p.; Paper presented at the Rocky Mountain Educational Research Association, (Tucson, Arizona, September 25-28, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accountability, College Planning, College Role, Educational Assessment, *Educational Objectives, *Goal Orientation, *Health Occupations Education, Higher Education, Institutional Characteristics, Orientation, State Colleges, Statewide Planning

An Institutional Goals Inventory (IGI) is used to assess a health science subsystem within a Western statewide higher educational system. Institutional goals are defined as ideal conditions the institution can continuously seek to maximize or perfect. Data were collected from each college and campus responsible for health science education and for the establishment of health science learning environments. The goals were divided into two categories. Outcome goals are those related to the institution and refer to intellectual development. Process goals are those internal goals related to the educational processes and campus milieu. Both long- and short-range goals in health sciences were identified in an attempt to understand the goal responsiveness of each specific educational institution within the state system. The seven goal areas considered most important by each institution include: academic development, intellectual orientation, freedom, accountability/efficiency, individual personal development, vocational preparation, and meeting local needs. The collected data are analyzed and tabulated. The data will serve as the base for development of a future-oriented institutional planning mechanism in a health science subsystem within a statewide higher education system. (SF)

ED 177 989 HE 011 889

O'Barr, Jean

The Dual Careers of Faculty and Family: Can They Both be Done Well? Part 3: Observations from the Field.

Pub Date- 78
Note-15p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Development, Career Ladders, *Careers, College Faculty, *Family Structure, Higher Education, *Marriage, *Parents, Role Conflict, Salary Differentials, Sex Discrimination, Sex Role, Social Influences, *Spouses, Womens Studies, *Working Women

Issues that confront the dual career family, a family in which both parents work outside the home and are actively involved in developing a profession, are discussed. This report focuses on issues relative to married couples with children and specifically to college faculty couples. Modifications in life style required in these circumstances are discussed and it is suggested that while educational equality for men and women is increasing there are relatively few dual career marriages. Traditional career advancement is viewed as discriminatory toward women. Women's professional career patterns are examined and four stages are noted: (1) marriage; (2) childbearing; (3) professional preparation; and (4) the assumption or resumption of professional practice. The distribution of household and parenting responsibilities is discussed as well as financial problems and the effects of dual career marriages on children. Specifics of various types of marital relationships are discussed as they relate to the success of dual careers. Competition is viewed as a substantial hurdle in dual career marriages. Conditions that employers and society can create to make dual career marriages easier to attain are proposed. It is recommended that rational, cooperative decision-making will augment the success of a dual career marriage. (SF)

ED 177 990 HE 011 890

Hobbs, Dan S.

Statewide Planning: Elements, Processes, Resources.

Pub Date-14 Aug 79

Note-16p.; Speech presented at the Annual Advanced Leadership Seminar (3rd, Danvers, MA, August 12-14, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Planning, Declining Enrollment, *Educational Planning, Educational Policy, Enrollment Trends, *Government School Relationship, *Higher Education, Long Range Planning, Models, *Postsecondary Education, Retrenchment, *Statewide Planning

Perspectives on postsecondary education planning at the state level are presented. Statewide planning in higher education emerged as a result of the large number of college students occurring after World War II. The important contribution of planning in the 1960's was to expand the physical plant; in the 1970's planning became a little more sophisticated. Directions in the 1970's included the role and scope of institutions, innovative procedures and approaches, bringing health-related professions out of the noncollegiate and into the collegiate sector, and adjustment to a new student clientele and a new way of financing higher education. Most planners in higher education agree that there will be a reduction in full-time students beginning in the early 1980's. The uncertain nature of the student population makes higher education planning a much more important function than it has ever been before. Elements of a five-year planning model would include: student enrollments and projections, educational programs, requirements for faculty and staff, and higher education financing. There can be no real state-level planning without real institutional planning and adequate processes and involvement. It will be important to explore various state level planning models and approaches, including the (1) higher education management model, the (2) student access model, and the (3) budget incentive model, or a combination of the three. Nine policy implications for state higher education systems are noted, including state-level decision-making regarding closing a public institution. (SW)

ED 177 991 HE 011 893

St. John, Edward P. Elliott, Loretta Glaze

Age and Tenure Status of Instruction/Research Employees in Missouri Higher Education Institutions 1978-79. Research and Planning Series Report 79-5.

Missouri State Dept. of Higher Education, Jefferson City.

Pub Date-Aug 79

Note-52p.

Available from-Missouri Department of Higher Education, 600 Monroe Street, Jefferson City, MO 65101

Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Age, *College Faculty, Community Colleges, Faculty College Relationship, Faculty Development, Full Time Faculty, *Higher Education, Junior Colleges, Needs Assessment, Private Colleges, Professional Education, *Researchers, State Colleges, *State Surveys, Tables (Data), Teacher Retirement, *Tenure

Identifiers-*Missouri

Information on the age and tenure status of instructional and research employees in Missouri higher education institutions for 1978-79 is summarized, including employees who devoted at least 50 percent of their time to instruction, research, or a combination of the two activities. Information in three topical areas considered important to statewide and institutional policy are presented: (1) age and tenure distribution of full-time instruction/research employees in Missouri higher education as a whole; (2) tenure status of full-time instruction/research employees in Missouri higher education institutions; and (3) age and tenure status of full-time instruction/research employees in each sector of Missouri higher education. The data indicate that a majority of the reported employees are under 45 years of age and one-quarter are under 35 years of age. It is also noted that 85 percent of the 25-34 year age group have not been granted tenure, whereas over 60 percent of the 35-44 year age group have tenure. The University of Missouri system has the highest percent of tenured instruction/research employees of the institutions compared in this report. In light of the data presented, it is concluded that the long-range continuing education needs and planning for faculty members should be given important consideration. (Author/SF)

ED 177 992 HE 011 895

David, Remigius

Declining ACT Scores and Grade Inflation at Southeastern Louisiana University.

Pub Date-79
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Aptitude Tests, *Grade Inflation, *Grades (Scholastic), Higher Education, Institutional Research, *Standardized Tests, *Testing Programs
Identifiers-*American College Testing Program, *Southeastern Louisiana University

Grade reports of Southeastern Louisiana University from 1970-71 through 1978-79 were examined to determine whether grade inflation occurred in relation to scores on the American College Testing (ACT) program. Both ACT and Scholastic Aptitude Test scores have been declining nationally, while university registrars report that student grades at the A and B level have been increasing. At Southeastern Louisiana University, A grades increased a full percentage point each year during the decade of the study until the peak was reached in the 1974-75 school year. Rather precipitous drops then occurred until 1977-78. B grades see-sawed back and forth until 1972-73 when they began dropping a percentage point per year, plateauing in the 1976-77 year, then falling to a lower stage for the next two years. C grades declined steadily except for a three-year plateau, and D grades remained fairly constant throughout most of the period except for the peak year of the A grades. A-grade inflation like that which has occurred in academia across the United States is indicated. (SW)

ED 177 993 HE 011 896

Nelsen, William C., Ed. Siegel, Michael E., Ed.

Faculty Development: Key Issues for Effectiveness. The Forum for Liberal Education, Volume II, Number 1, October, 1979.

Association of American Colleges, Washington, D.C.
Pub Date-Oct 79
Note-13p.
Available from-Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009
Pub Type- Reports - Evaluative (142) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, Curriculum Development, *Faculty Development, Higher Education, Inservice Education, *Institutional Characteristics, *Instructional Improvement, Organizational Change, *Professional Development, *Program Effectiveness

The impact and effectiveness of various faculty development programs is the focus of this report from the Association of American Colleges. Twenty faculty development programs around the country are examined. Faculty development is defined in this study as all activities designed to improve the performance of faculty as teachers, scholars, advisors, and contributors to campus life. Four major categories are presented: (1) professional development; (2) instructional development; (3) curricular change; and (4) organizational change. Each of the twenty programs are examined for their effectiveness in meeting the objectives of these four categories. The findings indicate that all but one of the colleges had specific new programs designed to enhance the professional growth of faculty. Programs aimed at the improvement of teaching were often the least successful. Programs that prepared faculty for curriculum change were relatively successful and few institutions gave attention to organizational change as a means of encouraging faculty development. The key factors of successful development programs included: clarity of purpose, careful planning, on-campus communication, program and personnel management, faculty knowledge of faculty development, program evaluation, individual and group activity, and variety and flexibility. An annotated bibliography is included. (SF)

ED 177 994 HE 011 897

Policies of South Carolina Senior Colleges and Universities Concerning Transfer Students from Two-Year Colleges.

South Carolina Commission on Higher Education, Columbia.

Pub Date-Aug 79

Note-80p.

Available from-South Carolina Commission on Higher Education, 1429 Senate Street, Columbia, South Carolina 29201

Pub Type- Reference Materials - Directories/Catalogs (132) - Tests/Questionnaires (160) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Records, Academic Standards, *Admission Criteria, *Articulation (Program), College Admission, College Housing, College Students, Grades (Scholastic), Higher Education, Junior Colleges, *Junior College Students, State Schools, Student Financial Aid, Technical Institutes, *Transfer Policy, *Transfer Students, Universities, *Upper Division Colleges

Identifiers-*South Carolina, South Carolina Commission on Higher Education

Designed as a reference for students, faculty, and counselors in two-year colleges and as a basis for further study, this publication details policies of 31 South Carolina senior colleges and universities regarding transfer students from two-year institutions. A map of South Carolina is provided along with a list of the institutions of higher education divided into public or private and further as senior colleges and universities, regional campuses of the University of South Carolina or technical colleges (in the public section), or junior colleges (in the private section). Each institution is presented with information on the director of admissions, including a telephone number, and answers to the 40-question survey on admission policy, housing, and academic policies. Among topics considered in the questionnaire are specific test requirements for admission, availability of campus housing, availability of financial aid, hours required for junior status, and policies on transfer of grades. The questionnaire, a table on the number of transfer students entering South Carolina institutions of higher education, and a list of the members of the South Carolina Commission on Higher Education are appended. (PHR)

ED 177 995 HE 011 898

Marcy, Willard

Stimulating Invention Disclosures by Faculty Researchers A Guide for the University Invention Administrator.

Research Corp., New York, N.Y.

Spons Agency-National Bureau of Standards (DOC), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date-Oct 78

Grant-RMI-7419416

Note-65p.

Available from-Research Corporation, 405 Lexington Avenue, New York, NY 10017

Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Guides, College Administration, *College Faculty, *Copyrights, Disclosure, Educational Economics, Evaluation Methods, Higher Education, Institutional Research, *Inventions, *Patents, *Policy Formation, Publicize, *Technology Transfer

Identifiers-Intellectual Property Rights

Intended as a guide for university administrators, this manual discusses programs to help faculty members in the recognition of inventions and to increase the flow of their disclosure. The benefits of patenting are outlined and it is suggested that these benefits provide justification for initiating a program to increase disclosures. Important considerations when establishing such a program include: analysis of the institution's objectives and potential disclosure output, utilization of program results, and faculty/administrator cooperation. In creating an invention disclosure organization it is recommended that a patent committee be formed to determine the institution's patent policy and budget guidelines. The formation of an office of invention administration is discussed along with the role of the invention administrator. Identification of patentable inventions is viewed as an essential component of an invention program. Also important are: written communications, seminars, and inventor follow-up. It is suggested that simplifications of written invention disclosures and their proper handling will encourage inventors to seek patents. Recommendations are also provided for disclosure evaluation. It is concluded that this type of program recognizes the rights of the faculty and institutions to receive a fair share of royalty income. (SF)

ED 177 996 HE 011 900

Andruskiw, Olga

Women and Men Higher Education Administrators: Sex Role Attitudes and Evaluations.

Pub Date-Oct 78

Note-62p.; Paper presented at the Annual Conference of the Northeastern Research Association (Ellenville, New York, October 24-27, 1978), and at Women and Society Symposium (Saint Michael's College, Winooski, Vermont, March 23-25, 1979)

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Administrator Attitudes, Administrator Characteristics, Administrator Role, Evaluation Criteria, Females, Higher Education, Leadership, *Males, Performance Criteria, *Personnel Evaluation, *Role Perception, *Sex Differences, Sex Discrimination

Identifiers-*Administrators

A study to identify and compare the attitudes of women and men administrators toward sex characteristics and sex role images and to examine the relationship between administrators' attitudes and the evaluations of women and men as administrators in higher education is presented. Sampling techniques, data collection and analysis methods are discussed. Among findings were that women's and men's attitudes toward sex characteristics were considered liberal, both men and women administrators were liberal in their attitudes toward sex role images, that generally women did not evaluate women and men differently, men differed in their evaluations for 30 percent of the items on the survey, and that the sex of the administrator was not a significant factor in the evaluations. Participant characteristics are described and implications for the theories of leadership and administration are noted. It was concluded, among other things, that there is a positive relationship between the attitudes of men and women administrators toward sex characteristics and sex role images and their evaluations of men and women as administrators in higher education. A bibliography, the survey instrument, and statistical data are appended. (PHR)

ED 177 997 HE 011 901

Cortada, James W. Winkler, Vera C.
The Way to Win in Graduate School.
Pub Date-79
Note-149p.
Available from-Prentice-Hall, Inc., Englewood Cliffs, NJ 07632 ($5.95)
Pub Type- Books (010) - Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors-Admission (School), *Coping, Doctoral Degrees, Doctoral Theses, Employment Opportunities, Grades (Scholastic), *Graduate Students, *Graduate Study, Grants, *Higher Education, Masters Degrees, Public Opinion, Research, Sex Differences, Social Life, *Student Adjustment, Student Financial Aid, Student Motivation, Student Teacher Relationship, Teaching Assistants, Tests, Transfer Students, Universities, University Libraries, Writing Skills

Designed to help students who either want to go to American graduate schools or who are already in advanced degree programs, this book was written from the student's point of view. Chapter One on becoming a graduate student discusses motivation, choice of school, preparation for graduate work, graduate programs (the M.A. and PhD.), differences between undergraduate and graduate programs, and dropping out or transferring. The second chapter on financing education explores sources such as family, working grants and fellowships, and university aid. Also examined are applying for grants, taxes, assistantships, and graduate teaching. Graduate course work, including the student's program committee, the relationship with the major professor, classes, written and oral exams, grades, notes and file systems, the library and related facilities, and building a library are surveyed in Chapter Three. The fourth chapter describes research and writing papers, choosing M.A. and PhD. thesis topics, special problems with dissertations and theses, conducting off-campus research, the benefits of publishing, and how to publish. Problems of graduate life are considered in the fifth chapter, including the special problems of the women student, arrival on campus, building a good image and professional reputation, extracurricular activities, social life, medical and insurance problems, legal matters, and buying food. The final chapter investigates obtaining a job and discusses the problem of overeducation. An annotated bibliography is appended. (PHR)

ED 177 998 HE 011 903

Katz, F. M., Ed. Fulop, T., Ed.

Personnel for Health Care: Case Studies of Educational Programmes. Public Health Papers No. 70.

World Health Organization, Geneva (Switzerland).

Pub Date-78

Note-256p.; Parts may be marginally legible due to small print

Available from-WHO Publications Centre, 49 Sheridan Avenue, Albany, NY 12210 ($1.25)

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Case Studies, *Community Health, *Community Health Services, Community Services, *Educational Alternatives, Foreign Countries, *Health Occupations Education, *Health Personnel, Higher Education, Innovation, Medical Education, Medical Schools, Preventive Medicine, Program Development, *Public Health, Teaching Hospitals

Innovations in the training of community health personnel that emphasize the importance of the development of health personnel able and willing to serve the community by providing health care, promoting health, preventing disease, and caring for those in need are examined. The need for effective and efficient training programs relevant to present and future community requirements as well as to the characteristics of learners is discussed. Such programs seek to maximize the effectiveness of the teaching/learning process by basing it on community problems, by introducing the concepts of integration and active learning, and by using appropriate technology. A sample of 14 innovative programs from various countries are described including: The Institut Technologique de la Sante Publique, Constantine, Algeria; The University of Queensland, Brisbane, Australia; The Medical School of the University of Brasilia, Brazil; The McMaster Programme of Medical Education, Hamilton, Ontario, Canada; Fiji School of Medicine, Suva, Fiji; The Medical University of Pecs, Hungary; University Center for Health Science, Ben Gurion University of the Negev, Israel; The Rijksuniversiteit Limburg, Maastricht, Netherlands; Faculty of Medicine, Ramathibodi Hospital, Bangkok, Thailand; School of Medicine, Hacettepe Yaounde, United Republic of Cameroon; College of Human Medicine, Michigan State University; The Upper Peninsula Health Education Corporation, Marquette, Michigan; The WAMI Program, University of Washington School of Medicine, Seattle; Ecole Inter-Etats d'Ingenieurs d'Equipement Rural, Ouagadougou, Upper Volta. (SF)

ED 177 999 HE 011 907

Breland, Hunter M.

Population Validity and College Entrance Measures. Research Monograph Number 8.

College Entrance Examination Board, New York, N.Y.

Pub Date-79

Note-101p.

Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Admission (School), *Admission Criteria, *College Bound Students, Comparative Statistics, Correlation, *Grades (Scholastic), Higher Education, Measurement, Minority Groups, Predictive Ability (Testing), *Predictive Validity, Predictor Variables, *Standardized Tests, Statistical Analysis, Tables (Data)

Published reports and papers pertaining to the validity of measures commonly used at college entrance are reviewed and summarized in this report. These measures consist of various types of academic quantitative indices used to describe the high school record and various types of academic tests. The data are categorized by sex and ethnic classifications where possible, and comparisons are made. The validity of inferences made about different populations from the high school record and test scores is considered. Investigated was the degree to which performance of populations were over- or under-predicted when the data used in making inferences were not limited to data for that population. The data indicate that both the high school record and standardized academic tests appear to be useful at college entrance. Data also indicate that the college performance of black populations, both male and female, has been consistently over-predicted by the traditional academic indices when predictions are based on data from white or predominantly white samples. Women were shown to be consistently under-predicted by the traditional measures when predictions were based on data from male or predominantly male samples. The data are extensively tabulated and correlation tables of predictor validity are appended. (Author/SF)

ED 178 000 HE 011 909

Pezzullo, Thomas R., Ed. Brittingham, Barbara E., Ed.

Salary Equity: Detecting Sex Bias in Salaries among College and University Professors.

Pub Date-79

Note-162p.

Available from-Lexington Books, D.C. Heath and Company, Lexington, MA 02173

Pub Type- Books (010) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Case Studies, *College Faculty, *Equal Opportunities (Jobs), Evaluation Methods, Females, Higher Education, *Justice, Models, Multiple Regression Analysis, Predictor Variables, *Salary Differentials, *Sex Discrimination, Sex Fairness, *Teacher Salaries

Sex bias in college faculty salaries is examined in this book. Part 1 contains the following four chapters on the use of multiple regression to detect and estimate sex bias in salaries: The Assessment of Salary Equity: A Methodology, Alternatives, and a Dilemma'' (Thomas R. Pezzullo and Barbara E. Brittingham); Detection of Sex-Related Salary Discrimination: A Demonstration Using Constructed Data'' (P. Kenneth Morse); Salary Differences among University Faculty and Their Implications'' (Barbara Hauben Tuckman); and A Generalized Multiple Regression Model for Predicting College Faculty Salaries and Estimating Sex Bias'' (Glenworth A. Ramsay). Part 2 presents five case studies in salary equity: Effects of Statewide Salary Equity Provisions on Institutional Salary Policies: A Regression Analysis'' (Mary P. Martin and John D. Williams); Equal Pay for Equal Qualifications? A Model for Determining Race or Sex Discrimination in Salaries'' (John A. Muffo, Larry Braskamp, and Ira W. Langston, IV); A Method for Monitoring University Faculty Salary Policies for Sex Bias'' (Larry O. Hunter); Salary Inequities and Differences: One College's Attempt at Identification and Adjustment'' (Robert E. Wall); and A Multiple Regression Model for Predicting Men's and Women's Salaries in Higher Education'' (Barbara Brittingham et al.). In Part 3 some dissenting views on multiple regression and statistical analysis are presented: Procedures for the Detection and Correction of Salary Inequities'' (Michael H. Birnbaum) and The Idiosyncratic Determiners of Salary Differences'' (John V. Long). A faculty salary interview questionnaire is appended. (PHR)

ED 178 001 HE 011 910

Mechanic, David

Students Under Stress. A Study in the Social Psychology of Adaptation.

Pub Date-78
Note-256p.
Available from-University of Wisconsin Press, Box 1379, Madison, WI 53701 ($15.00 cloth, $5.95 paper)
Pub Type- Books (010) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Adjustment (to Environment), Behavior Patterns, *Coping, Degrees (Titles), Doctoral Degrees, Doctoral Programs, *Graduate Students, Higher Education, *Psychological Patterns, Response Style (Tests), *Stress Variables, Student Characteristics, Testing Problems, *Tests

Students' reactions to preliminary Ph.D. examinations are investigated in this study examining responses to stress and techniques of adaptation. The applications of stress in a social science context are discussed and elements of successful social adaptation are examined. A

study of 20 graduate students taking departmental written examinations suggests that these exams represent not only an academic challenge but also a challenge to self-esteem, and affect the future role of a professional. The way in which students and faculty communicate with one another is considered an important aspect of understanding how students deal with the examination situation. It is suggested that the student's exposure to the examination process, his physical location, his position in the student communication structure, and his exposure to more advanced graduate students will determine anxiety and coping reactions. Extensive investigation was made of how students allocated their time prior to exams. Interactional, cognitive, and defense modes of coping are discussed. The effect of the exams on students' families are considered and students' reactions to passing and failing are documented. It is concluded that an individual's stress reaction to a situation is dependent on the extent to which means can or cannot easily be employed to reverse the challenge, the duration of the experience, and the individual's involvement in the situation. Each of these factors will influence the manner in which an individual adapts to stress. (SF)

ED 178 002 HE 011 911

Dresner, Bruce M.

Results of the 1978 NACUBO Comparative Performance Study and Investment Questionnaire.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date- 79

Note-126p.

Available from-National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 (members $15; nonmembers $50)

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Comparative Statistics, *Educational Finance, *Endowment Funds, *Financial Support, Higher Education, Institutional Characteristics, *Investment, *Questionnaires, Trusts (Financial)

Information from the 1978 Comparative Performance Study and investment questionnaire conducted by the National Association of College and University Business Officers is presented. One hundred forty-four institutions provided information about 164 investment pools. The Comparative Performance Study provides participating institutions with comparative performance data on their endowment pools. The investment questionnaire provides additional pertinent information relating to endowment funds and their management. All performance figures and other related figures have been computed with annual data supplied by each institution. The theory behind the methodology for the investment pool comparative performance computations and an explanation of performance calculations are presented in appendices. The confidential nature of participant responses to investment performance questions has been maintained through use of code numbers; however, select nonperformance data have been identified by institution in the belief that this information is most useful when so identified. Data are included on: performance by investment objectives; performance by size; equity-only performance; internal investment management performance; shifts in investments; distribution of asset composition; asset diversification; equity price earnings ratio; noncontrollable assets; risk measurement and return; stock and bond turnover; and investment advisory fees and discretion. (SW)

ED 178 003 HE 011 915

Jennerich, Edward J.

The Department Chairperson as Instructional Catalyst

Maryland Univ., College Park.
Pub Date-78
Note-11p.; First printed in the Proceedings of the Fourth International Conference on Improving University Teaching (Aachen, F.R. Germany, July 26-28, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Faculty, *College Instruction, *Department Directors (School), *Faculty Development, Faculty Workload, Higher Education, *Instructional Improvement, *Leadership Qualities, Professional Development, Released Time, Research, Teacher Administrator Relationship, Teacher Improvement, Universities
Identifiers-*Department Heads

Six methods by which the departmental chairperson can improve instruction are presented. The first method is improving instruction by example. The chairman can sponsor discussions at faculty meetings designed to explore what comprises good teaching and identify members of his/her staff to serve as models. A second method of improving instruction is through the encouragement and support of research; e.g., providing released time and/or additional support staff. The use of educational technology, such as videotape to demonstrate class interaction with teaching staff, is a third method of instructional improvement, and a fourth way involves personal visits to the classroom. A fifth method of improving instruction is the use of released time, which allows faculty time to devise new materials and methods of instruction or to undertake research on the teaching/learning process. The final method for improving instruction is through the creation of a departmental atmosphere conducive to improving instruction. (PHR)

ED 178 004 HE 011 921

Gross, Francis M.

Formula Budgeting and the Financing of Public Higher Education: Panacea or Nemesis for the 1980s? The AIR Professional File No. 3, Fall 1979.

Association for Institutional Research.

Pub Date-79

Note-7p.: Some small print

Available from-Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Budgeting, Declining Enrollment, Educational Economics, Educational Finance, Enrollment Rate, Expenditures, Financial Support, Futures (of Society), *Higher Education, Operating Expenses, Program Budgeting, *Public Education, *Resource Allocations, Retrenchment, *State Aid, *State Colleges, State Programs

Identifiers-*Formula Budgeting

Formula budgeting in the financing of public higher education is examined. Budget formulas are defined as a means of applying predetermined average cost rates to quantifiable institutional program measures in order to calculate the dollar resource requirements for a future year. Seven characteristics of budget formulas are described: (1) their complexity; (2) their use of base factors; (3) their use of several computational methods; (4) their zero-base approach; (5) their lack of differentiation among institutions; (6) their linear relationships between base factors and resource requirements; and (7) the prevalence of formula budgeting versus formula funding. Its use throughout the United States is reviewed and it is noted that formula budgeting is the most prevalent approach in the South. Problems of formula budgeting are also reviewed, especially as they pertain to the current period of declining enrollments and the use of enrollment-based formulas. It is suggested that continued reliance on budget formulas as they now exist will create problems during the no-growth or declining periods ahead. It is recommended that budget formulas be modified to limit revenue deductions, that the use of historical average costs be eliminated as formula factors, that appropriate enrollment ranges be established for each institution, and that states consider non-formula budget approaches. (SF)

ED 178 005 HE 011 922

Saunders, Laura E.

Dealing With Information Systems: The Institutional Researcher's Problems and Prospects. AIR Professional File No. 2, Summer 1979.

Association for Institutional Research.
Pub Date-79
Note-5p.
Available from-Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computers, *Data Bases, Educational Planning, Electronic Data Processing, *Higher Education, *Information Systems, *Information Utilization, *Institutional Research, Management, On Line Systems, Program Evaluation, Researchers, Systems Analysis

Institutional research and the role of information systems are examined and three types of information provided by institutional research offices are discussed: institutional studies, management analyses, and periodic management reports. The varying characteristics of research offices are described and the role of the institutional research office in the decision-making process is examined. It is noted that increasingly the large, computerized information systems are the principal source for information and dominate administrative data processing. Specific functions of these systems are discussed and it is emphasized that integrated information systems may be the most useful for higher education institutions. Various impacts of information systems on institutional research are also reviewed, including issues of data quality, control of the system, and the degree of system integration. It is suggested that effective utilization of information systems centers on communication between processors and analysts. The need for institutional information systems to adapt to the rapidly changing climate of academe is emphasized. The role of on-line data base systems is discussed and the impact of state and national information systems is examined. It is concluded that for colleges and universities the institutional research office should become the planning system by maintaining an accurate, accessible, and integrated data base. (SF)

ED 178 006 HE 011 924

Cook, John A., Ed.

Development and Experiment in College Teaching. CIC Panel on Research and Development of Instructional Resources, No. 14, Spring 1979.

Committee on Institutional Cooperation.
Pub Date-79
Note-59p.
Available from-Center for Research on Learning and Teaching, 109 E. Madison St., Ann Arbor, MI 48109 ($1.50, set of 14 $15.00)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Art, Biology, Chemistry, *College Curriculum, College Programs, *Educational Development, Educational Technology, English, *Experimental Curriculum, Faculty Development, Health, Higher Education, History, *Instructional Innovation, Interdisciplinary Approach, Mathematics, Medicine, Music, Photography, *Program Descriptions, Psychology
Identifiers-Advertising

A compendium of reports of experimental instructional projects and educational programs generated by teachers at 10 midwestern universities is presented. Most of the items report changes in a particular discipline area, but these arrangements can frequently be adapted for use in other departments and interdisciplinary programs. Subject matter areas include: transactional learning system for an introduction to advertising; chemistry, clay, and pottery; biology; videotapes and microcomputers in introductory chemistry; advanced composition for prospective high school teachers; master's level therapeutic recreation curriculum; instructional gaming in history; calculator calculus; English for foreign mathematics teaching assistants; self-instructional laboratory stations in neuroanatomy; a competency-based curriculum for graduate study in music; and instructional resources and graduate assistance training for developmental psychology. Institutional support areas include: dental faculty development; implementation of TIPS in the teaching of undergraduate science courses; faculty development; women in the humanities interdisciplinary program; an undergraduate program in mathematical methods in the social sciences; and course and program evaluation by students. A cumulative index to the 14 reports is included. (SW)

ED 178 007 HE 011 925

Norris, Graeme

The Effective University: A Management By Objectives Approach.

Pub Date-78

Note-199p.

Available from-Renouf USA, Inc., Brookfield, VT 05036 ($23.00)

Pub Type- Reports - Descriptive (141) - Books (010)

Document Not Available from EDRS.

Descriptors-*College Administration, *Cost Effectiveness, *Educational Accountability, Evaluation Methods, Foreign Countries, *Higher Education, *Management by Objectives, Performance, *Performance Contracts, Universities, Use Studies

Identifiers-*University of Leeds (England)

The goals and output evaluation to aid in the effective allocation of scarce resources at the University of Leeds (in Britain) is the focus of the book. The first chapter describes the purpose of the book, defines the terms effectiveness and efficiency, and presents the theoretical background of the study. The following goals and performance indicators are discussed in Chapter Two: management by objectives; the Delphi process; a tentative list of institution-wide goals (e.g., scholarship and scientific method, personal development); and a project goals matrix. Chapter Three examines resource allocation methods including a review of previous research, methods for computing such items as intuition and student numbers. In Chapter Four on research output and evaluation, an investment portfolio and criteria for project selection are discussed. Economic, cultural, and social benefits and quality measures are among the topics presented in Chapter Five. The final chapter considers such areas as a periodic review of objectives, feedback, willingness to adopt quantitative methods, and committee behavior. A 250-item bibliography and computing questionnaire are appended. (PHR)

Gross, Ronald
The Lifelong Learner.
Pub Date-77
Note-190p.
Available from-Simon and Schuster, 1230 Avenue of the Americas, New York, NY 10020 ($9.95)
Pub Type- Books (010)
Document Not Available from EDRS.
Descriptors-Adult Development, *Adult Learning, *Adult Students, Case Studies, Continuation Education, *Continuous Learning, Discovery Learning, Educational Philosophy, *Experiential Learning, External Degree Programs, Independent Reading, *Independent Study, Individual Study, Open Education
Identifiers-*Lifelong Learning, *Nontraditional Education

Designed to provide a general guide and stimuli for lifelong learning, this book examines all the positive factors of independent study. Lifelong learning is defined as self-directed growth free from the traditional schooling procedures. Chapters discuss the following: the lifelong learner; profiles of such learners in action; how to be self-directed; how to learn; the ``Invisible University''; and what basic books to read to start a learning experience. Presented are case studies of such typical people as Tillie Lewis, who learned to grow pomodoro tomatoes in California when most thought it impossible, to famous self-taught individuals like Malcolm X, who acquired his education while serving time in the Norfolk Prison Colony. The Invisible University is a term constructed by the author to represent the wealth of new and informal arenas for learning: learning exchanges, educational brokers, networks of amateur scholars, libraries, television and many others. Self-education is promoted not only for the individual benefits but also for the social implications of creating a society of free, lifelong learners. A basic bookshelf list is given to help the individual become acquainted with the possibilities within each person to become an independent learner. Included are such books as: Gail Sheehy's ``Passages: Predictable Crises of Adult Life'' (1976); Ari Kiev's ``A Strategy for Daily Living'' (1973); Allen Tough's ``The Adult's Learning Projects'' (1971); and Carlos Castaneda's ``The Teachings of Don Juan'' (1969). (LC)

ED 178 009 HE 011 927

Burris, Russell And Others

Teaching Law with Computers: A Collection of Essays.

Interuniversity Communications Council (EDUCOM), Princeton, N. J.

Pub Date-79

Note-150p.; EDUCOM Series in Computing and Telecommunications in Higher Education No. 2

Available from-EDUCOM, Interuniversity Communications Council, Inc., Post Office Box 364, Rosedale Road, Princeton, NJ 08590 ($15.00)

Pub Type- Books (010) - Collected Works - General (020) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Autoinstructional Methods, College Students, *Computer Assisted Instruction, Computer Managed Instruction, Educational Alternatives, Educational Technology, Feedback, Higher Education, Individualized Instruction, *Learning, *Legal Education, Multimedia Instruction, Professional Education, *Programed Instruction, Programed Materials, *Teaching Machines, *Teaching Methods

The use of the computer in teaching law is examined in this collection of essays. Discussed are the development of law-related programmed workbooks, predecessors to computer aided instruction (CAI); research findings and their implications for the design of law-related CAI exercises; advantages and limitations of CAI programs in law; and attempts to measure the effectiveness of CAI as a method of law instruction. Essays include: Why Use a Computer in Teaching and Learning Law?'' (Robert Keeton); How Can the Law Professor Best Use Computer-aided Exercises?'' (Roger Park); How Do Computer-aided Exercises in Law Work?'' (Robert Keeton); The Authoring Process and Instructional Design'' (Russell Burris); The EDUCOM Workshop: A Model'' (Carolyn P. Landis); Network Experience and Experiments'' (Russell Burris); and Computer-aided Instruction in Law: Theories, Techniques, and Trepidations'' (Roger Park and Russell Burris). Included in several of the essays are statistics and tables reporting such findings as student reaction and response to CAI, law schools involved in preliminary use of CAI, and examples of CAI exercises. The benefits of CAI were reported to be that it gives each student individual attention in that there is constant communication and feedback between student and computer and it gives the professor the opportunity to view instant critique of the student's performance as reported by the computer. (LC)

ED 178 010 HE 011 931

Calvert, Robert, Jr. Draves, William A.
Free Universities and Learning Referral Centers, 1978.
National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NCES-79-336
Pub Date-78
Note-41p.
Available from-National Center for Education Statistics, Washington, DC
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Budgets, College Faculty, Definitions, *Educational Alternatives, Educational Programs, Enrollment Trends, *Experimental Colleges, Higher Education, *National Surveys, Networks, *Nontraditional Students, Questionnaires, Tables (Data), Tuition
Identifiers-Free University Network, *Learning Referral Centers, *Nontraditional Education

Data on free universities and learning centers (including the addresses of the institutions) are presented. In a survey developed by the Free University Network for the National Center for Education Statistics, statistics on the free universities and learning centers are provided in the following areas: numbers of institutions, enrollment data, staff statistics, fees and budget information, programs available, and problems and future directions. Among findings of the study are that there are 146 free universities and 42 learning referral centers, that 60 percent of the free universities and 20 percent of the learning centers are affiliated with a college or university, and that (in 1978) almost 300,000 people were enrolled in free universities and learning centers had over 21,000 registrants, made over 26,000 referrals, and had almost 20,000 resource persons or teachers on file. Other findings revealed that 73 percent of the staff of both institutions were volunteer, that almost 20,000 different class or activity sections were offered, and that the average annual budget for a free university was about $20,500. The survey instrument is appended. (PHR)

ED 178 011 HE 011 932

Fadil, Virginia Ann Balz, Frank J.

Federal Student Assistance and Categorical Programs, 1979 Edition.

National Association of Independent Colleges and Universities, Washington, D.C. National Inst. of Independent Colleges and Universities.

Pub Date-Jan 79

Note-247p.; Four pages listing contents of the four report sections may not reproduce well

Available from-Office of Research, National Institute of Independent Colleges and Universities, 1717 Massachusetts Avenue, N.W., Suite 503, Washington, DC 20036 ($8.00)

Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Educational Finance, *Federal Aid, *Federal Programs, *Financial Support, Government School Relationship, Graduate Students, Grants, Higher Education, *Private Colleges, Program Budgeting, Program Descriptions, Statistical Data, *Student Financial Aid, Student Loan Programs, Undergraduate Students

Identifiers-Department of Commerce, Department of Energy, Department of Health Education and Welfare, Department of Interior, Department of Justice, Department of Labor, Environmental Protection Agency, *Office of Education, Public Health Service, Veterans Administration

Information is provided on selected federal student assistance and categorical programs to provide quick reference for public policy deliberations of the independent sector of higher education. The emphasis is upon programs administered by the Office of Education. Four major sections are provided: federal student assistance for undergraduates and graduates; federal categorical programs for the Department of Health, Education, and Welfare; and federal categorical programs for other departments and agencies. Each program is described and its funding history is provided, including the administration's recommended budget request for fiscal year 1980. For several programs, there is an analysis of the distribution of funding by sector, type of institution and control, and state. The information and data have been compiled from published documents from federal agencies, from unpublished records and data, and from interviews with agency personnel. (SW)

ED 178 012 HE 011 933

Hoggges, Ralph

The Administrator and Affirmative Action.

Pub Date- 79
Note-22p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affirmative Action, *Black Students, *Black Teachers, Civil Rights, College Admission, College Faculty, College Integration, College Students, *Discriminatory Attitudes (Social), *Educational Discrimination, *Employment Practices, Equal Education, Equal Opportunities (Jobs), Higher Education, Minority Groups, Personnel Selection, *Racial Discrimination, Salary Differentials, Sex Discrimination, Student College Relationship, Student Needs, Student Teacher Relationship, Teacher Promotion
Identifiers-Civil Rights Act 1964, Education Amendments 1972, Equal Pay Act 1963

Current experiences and practices that exist in some colleges and universities that violate the Civil Rights Act and affirmative action legislation are discussed. Treatment of the average black, other minority, and women candidates as compared to the average white candidate is questioned in regard to staff recruitment, assignment to line as opposed to staff positions, salary levels, staff-supervisor relationship, peer relationship, cooperation of subordinates, advancement potential, and self-actualization. It is contended that token recruitment efforts have been made in an effort seemingly to comply with affirmative action mandates and that very little, if any, academic or social planning was done to prepare the university community to deal effectively with the admission of minority students. The needs of the black student in white institutions have for the most part not been given adequate attention in such areas as educational planning, financial aid, health, and personal problems. Some noted blacks that have made achievements and contributions that may inspire other blacks are listed. Student services that should be providing sensitive and responsive support to black and other minority students are noted. Teachers in the classroom and academic advising setting need to be aware of deep-rooted attitudes that may affect their treatment of black students. (SW)

ED 178 013 HE 011 934

Hogges, Ralph

The Administrator and Politics: Strategies for Success.

Pub Date- 79

Note-13p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, College Administration, Educational Policy, Federal Aid, *Financial Support, Government Role, *Government School Relationship, *Higher Education, *Policy Formation, *Political Influences, State Aid

Identifiers-*Lobbying

The importance of political tactics to the university administrator is discussed. Policies and appropriations for higher education are ultimately decided by the legislature and governor, and thus the governing board or university administration needs to establish a good working relationship with the governmental bodies. It is suggested that administrators need to speak personally to the senators and representatives in their district and also those at the federal level. Alumni, faculty, staff, deans, vice presidents, presidents, and board members should be involved in efforts to promote the goals and objectives of the institution. They should express the need for support to legislators, mayors, commissioners, and other local, county, state, and federal agencies. Administrators should know as much as possible about each legislature that must be dealt with and must get together many facts to present to the legislatures. Trustees and others who know legislators should be briefed to insure that everyone is giving the same message to the legislators. Any information sent to legislators should also be sent to their friends within the university, and followups should be undertaken. The advice of experts like paid lobbyists can be beneficial. Some institutions may need to hold conferences, seminars, institutes, and courses to develop political skills. (SW)

Hogges, Ralph

Budgetary Expertise and Experience: A Significant Link to Effective Management and Leadership.

Pub Date- 79
Note-11p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Education, *Administrator Responsibility, Budgeting, *College Administration, *Educational Finance, Finance Reform, Fund Raising, Higher Education, *Management Development, *Money Management, Program Administration, Speeches

The importance of expertise and experience in university budgetary management is discussed. A short survey of higher education institutions indicated that program administrations were not knowledgeable about budgetary processes and procedures and were not interested in developing such expertise. It is suggested that there is a need for professionally competent administrators in order to achieve more efficient use of institutional resources. Administrators in academic affairs, student affairs, and community affairs need to be involved in and concerned with the budgetary process. Political involvement is also important to meet increased funding needs for salary raises, fringe benefits, lower student faculty ratio, new programs, more support for faculty research, and other areas. University administrators need to maintain political liaison with the Board of Regents, the Chancellors, and Legislators to enhance university support. It is important that top level administrators provide opportunities for administrative personnel to attend conferences, workshops, and institutes so that they can obtain the knowledge and skills involved in the following: zero based budgeting; management by objectives; program, planning, and budgetary systems; management information; and planning, management, and evaluation systems. (SW)

ED 178 015 HE 011 936

The Report of the Advisory Committee on Shareholder Responsibility with Respect to South Africa Shareholder Responsibility.

Harvard Univ., Cambridge, Mass.
Pub Date-24 Mar 78
Note-54p.; For related document see HE 011 937
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Policy, Blacks, Business, Educational Economics, *Ethics, Expenditures, Higher Education, *Investment, *Political Issues, Politics, *Private Financial Support, *Racial Discrimination, School Industry Relationship
Identifiers-Divestiture, *Harvard University MA, *South Africa

Issues pertinent to Harvard University's holdings in companies with operations in South Africa are examined in this report to determine if Harvard should adopt any changes in its investment policy regarding U.S. companies in South Africa. The history of U.S. involvement in the South African economy is reviewed and both U.S. and South African regulations governing these business relationships are explained. South Africa's apartheid system is discussed and initiatives taken by Harvard relative to this situation are outlined. It is noted that current Harvard policy prohibits the University from investing in South African corporations or corporations that have a majority of their operations in South Africa. Harvard's relationship with companies conducting a minority of their operations in South Africa are examined. It is recommended that American corporate interests reassess their impact on South African society taking into account the fundamental human rights question raised by the government's apartheid policy. Criteria for behavior of companies that decide to stay in South Africa are proposed. The direct and indirect consequences of divestiture are examined in detail. Arguments for and against withdrawal are presented as the committee was unable to reach a consensus. The inherent uncertainty of consequences in South Africa of any massive action by American companies is emphasized. It is recommended that the issue of divestiture be examined on an individual company basis. Also discussed is the issue of U.S. bank loans to South Africa. A summary of recommendations and a timetable for implementation are included. Appended are: a list of relative bibliographic materials; an assessment of the financial costs of divestiture; and information supporting complete economic withdrawal from South Africa. (SF)

ED 178 016 HE 011 937

Report on Portfolio Companies with Operations in South Africa.
Harvard Univ., Cambridge, Mass.
Pub Date-30 Mar 79
Note-54p.; For related document see HE 011 936; parts of appendix may not reproduce well due to marginal legibility of original
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Policy, Blacks, Business, Educational Economics, Educational Finance, Ethics, Expenditures, Foreign Countries, Higher Education, *Investment, *Political Issues, Politics, *Private Financial Support, *Racial Discrimination, School Industry Relationship
Identifiers-Divestiture, *Harvard University MA, *South Africa

The activities of portfolio companies in South Africa are reviewed in this report from the Advisory Committee on Shareholder Responsibility of Harvard University. A brief review of recent South African political and economic events includes a discussion of the nation's leadership, long-term social and political projections, labor policies, and the newly-developed labor codes of conduct. The Sullivan code is viewed as the most influential decree concerning the rights of non-white workers and provides a framework for future change in the workplace. Data on 49 companies in the Harvard portfolio with operations in South Africa were collected from various sources and are tabulated. The companies are grouped according to their responses to requests for information ranging from nonresponsive to very responsive. Variables investigated include: training programs; minimum wage; non-white promotions; non-white supervisory positions; non-whites supervising whites; equal benefit plans; bargain with non-white unions; and geographic location. It is concluded that the data indicate a situation of extreme racial inequality in jobs and employment in most companies. Six recommendations are proposed and it is suggested that Harvard support a resolution for withdrawal directed to any company that refused to disclose the requested information. Appended are the evaluation form and a report on the allocation of education resources in South Africa. (SF)

ED 178 017 HE 011 939

Berve, Nancy M., Ed.
Higher Education in the States. Volume 7, Number 4.
Education Commission of the States, Denver, Colo.
Pub Date-79
Note-95p.
Available from-Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295
Journal Cit-Higher Education in the States; v7 n4 p161-256 1979
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Annual Reports, Enrollment Trends, Financial Support, *Higher Education, *Postsecondary Education, Salaries, *State Departments of Education, *State Surveys, *Statewide Planning, Student Financial Aid, Tuition
Identifiers-Canada

Annual reports from 48 states, the District of Columbia, and two Canadian provinces, focusing on problems, activities, achievements, and other areas of interest to the postsecondary education community, are presented. A report was not received from Maine or Wyoming (no state agency). Most of the reports include information on enrollments, student aid, appropriations, program review, capital funds, new degrees, salary trends, and tuition. (SW)

ED 178 018 HE 011 941

Lyons, John M.

Memorandum to a Newcomer to the Field of Institutional Research.

Association for Institutional Research.

Pub Date-Jan 76

Note-41p.

Pub Type- Guides - Non-Classroom (055) - Information Analyses (070) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bibliographies, Federal Government, Guides, *Higher Education, *Information Sources, *Institutional Research, *National Organizations, *Professional Associations, Regional Planning, Research and Development Centers, Researchers, *Resource Guides, Statewide Planning

Identifiers-*Association for Institutional Research

A descriptive compendium of available resources in the field of institutional research is presented, and intra-institutional data sources, in-house committees, and resource personnel are briefly discussed. Information is provided on: the Association for Institutional Research; eight other professional organizations; 10 national organizations and agencies; state or regional organizations; academic research centers; periodic publications; and other publications. The following professional organizations are described: American Association for Higher Education; American Association of Collegiate Registrars and Admissions Officers; American Association of Community and Junior Colleges; American Association of University Administrators; American Educational Research Association; Operations Research Society of America; Society for College and University Planning; and The Institute of Management Sciences. The following national organizations and agencies are described: Department of Health, Education, and Welfare; Educational Resources Information Center; The National Center for Higher Education Management Systems; American Council on Education; National Association of State Universities and Land Grant Colleges; National Education Association; National Board on Graduate Education; Educational Testing Service; American College Testing Program; and College Entrance Examination Board/College Scholarship Service. A bibliography of publications of the Association for Institutional Research and other recent publications is included. (SW)

ED 178 019 HE 011 942

Staskey, Paul J., Ed.

Balancing Needs and Resources. The Association for Institutional Research Annual Forum Proceedings No. 1.

Association for Institutional Research.

Pub Date-May 78

Note-124p.; Proceedings of the AIR Annual Forum (18th, Houston, TX, May 21-25, 1978); Appendix listing deleted due to print quality

Available from-Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306 ($3.50)

Pub Type- Reference Materials - Directories/Catalogs (132) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Awards, *College Planning, Futures (of Society), Government School Relationship, *Higher Education, *Institutional Research, Long Range Planning, Needs Assessment

The abbreviated proceedings of the 18th Annual Forum of the Association for Institutional Research on balancing needs and resources are presented. Three of the five major addresses are presented in their entirety; the other two are summarized. The invited general session addresses included: Talent for the 1980's'' (Russell Edgerton); If You Don't Know Where You're Going, Any Road Will Take You There'' (Warren W. Gulko); Some Thoughts on the Lower Profile of Higher Learning'' (Elspeth D. Rostow); Some Reflections on the Current Position and Future Outlook of American Higher Education'' (Howard R. Bowen); The Uneasy Alliance The State of Government-University Relations'' (Jack W. Peltason); and Roundtable Balancing Needs and Resources: A State Perspective'' (Bert R. Biles et al.). Abstracts and summaries of contributed papers, seminars, symposia, special interest group meetings, and workshops are included. A brief description of the Sidney Suslow Outstanding Forum Paper Award is provided. Also presented are the minutes of the annual business meeting and a list of the forum registrants. (PHR)

ED 178 020 HE 011 943

Rives, Stanley G. And Others

Academic Innovation: Faculty and Instructional Development at Illinois State University.

Illinois State Univ., Normal. Office of Undergraduate Instruction.
Pub Date-79
Note-179p.
Available from-Office of Undergraduate Instruction, Illinois State University, Normal, IL 61761
Pub Type- Reports - Descriptive (141) - Books (010)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-College Faculty, *College Instruction, Educational Facilities, Educational Objectives, *Faculty Development, Higher Education, *Innovation, *Instructional Improvement, Learning Laboratories, Leave of Absence, Needs Assessment, Program Administration, *Program Evaluation, *State Universities
Identifiers-*Illinois State University IL, Kellogg Project

Faculty and instructional development programs at Illinois State University are presented. The first chapter discusses the evolution of the programs, including the institutionalization of the innovation. In chapter two the instructional development program is outlined. Administration of the program, program participants, projects, and summary observations are described. The professional development center, including the educational leave program, special program support, and dissemination activities are discussed. Illinois State's Teaching/Learning Center, which served as a catalyst and support for faculty efforts at instructional improvement, is detailed. Internal and external evaluations of the Kellogg Project, which sponsored the Teaching/Learning Center, are also provided. The future of faculty and instructional development is considered in the final chapter, including 14 principles of development, such as: (1) programs should be based on identified needs of the faculty and the institution; (2) programs should have clear, attainable goals; and (3) programs should create a sense of faculty ownership. A 39-item bibliography is included. Details of the professional development center educational leave program and a copy of a paper evaluating the Kellogg Project are appended. (PHR)

Profile of Women's Colleges: Enrollment Statistics. National Center for Education Statistics.

National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NCES-79-397
Pub Date-7 Sep 79
Note-10p.
Pub Type- Numerical/Quantitative Data (110) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Coeducation, Comparative Statistics, *Enrollment Trends, *Females, Geography, *Higher Education, Part Time Students, *Private Colleges, *Single Sex Colleges, Student Characteristics

Details of Fall 1976 enrollment statistics at women's colleges are reported in this bulletin. Among findings were that there were 125 institutions that identified themselves as women's colleges (with a total enrollment of 109,549); 38 percent of the women's colleges were attended exclusively by women (in contrast, 75 percent of men's colleges enrolled only men); women's colleges averaged 876 students (4.7 percent of whom were men); nine out of every 10 students in women's colleges were undergraduates; Blacks constituted the largest racial minority group attending women's colleges, accounting for eight percent of the total enrollment; 24 percent attended college on a part-time basis; and most women's colleges were private four-year institutions located near the eastern seaboard. (Author/PHR)

ED 178 022 HE 011 952

Shulman, Carol Herrnstadt

Reauthorizing the Higher Education Act of 1965. AAHE-ERIC/Higher Education Research Currents, November 1979.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Nov 79

Note-5p.

Available from-Publications Dept., American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($.40)

Pub Type- Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, Educational Finance, Educational Opportunities, *Federal Aid, *Federal Legislation, Finance Reform, Financial Needs, *Financial Policy, Government School Relationship, Grants, Higher Education, Loan Repayment, Need Analysis (Student Financial Aid), Parental Financial Contribution, *Student Financial Aid, *Student Loan Programs

Identifiers-*Basic Educational Opportunity Grants Program, Guaranteed Student Loan Program, *Higher Education Act Title IV, Information Analysis Products, National Direct Student Loan Program

Congressional debate over modification and reform of Title IV, Student Assistance of the Higher Education Act of 1965 is discussed. The 1965 Congressional hearings on the 1965 Act, up for reauthorization in September 1979, are expected to continue into 1980 before Congress finally approves a bill. Title IV implements the federal philosophy that no student should be denied a higher education because of financial need. Within this Title, two programs that will be significantly altered are the Basic Educational Opportunity Grants program and the student loan programs, including the National Direct Student Loan program (NSDL) and the Guaranteed Student Loan program (GSL). Problems that have developed in these programs and current proposals for reforming them are discussed. The growing debate over the student-aid packaging concept as a means of achieving equitable aid distribution is also addressed. A bibliography and titles of the Higher Education Act as they appear in the proposed House bill are also included. (SW)

ED 178 023 HE 011 953

Grites, Thomas J.

Academic Advising: Getting Us Through the Eighties. AAHE-ERIC/Higher Education Research Reports, No. 7, 1979.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-74p.
Available from-American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($4.00)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Admissions Counselors, *Career Planning, College Admission, College Students, Delivery Systems, *Educational Coordination, *Educational Counseling, Educational History, *Faculty Advisors, Higher Education, Paraprofessional School Personnel, Peer Counseling, Personal Growth, State of the Art Reviews, *Student College Relationship
Identifiers-Information Analysis Products

The historical development of academic advising, the methods employed to provide this service, and the interrelationship of this process with other campus constituencies are examined. Academic advising in American higher education has evolved from a routine, isolated, single-purpose, faculty activity to a comprehensive process of academic, career, and personal development performed by personnel from most elements of the campus community. The most common advising delivery systems include faculty advising, professional staff advisors in advisement centers, and peer or paraprofessional advising programs. The advising and registration functions provide an effective interface for cooperative effort, and another administrative interface is consolidated under the area of student affairs. The most obvious interface in the advising program is with the faculty, primarily through development and implementation of the curriculum. Three primary conclusions are drawn from the analysis of the literature on academic advising: (1) advising cannot be done in isolation; (2) there is no single formula for a successful advising program; and (3) academic advising will play a more prominent role in the future of higher education. A bibliography and eight recommendations that could be used by institutions as they assess their advising program including implementation of assessment studies and reward systems are included. (SW)

ED 178 024 HE 011 963

Kirschner, Alan H.

UNCF Statistical Report of the Member Institutions, 1979.

United Negro College Fund, Inc., New York, N.Y.

Pub Date-79

Note-79p.

Available from-United Negro College Fund, 500 East 62nd Street, New York, NY 10021

Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Annual Reports, *Black Colleges, *Black Students, College Faculty, Comparative Statistics, Degrees (Titles), *Educational Economics, Endowment Funds, Enrollment Rate, Graduate Study, *Higher Education, *Institutional Characteristics, Minority Groups, Parental Financial Contribution, Salaries, *Student Characteristics, Student Costs, Student Financial Aid, Undergraduate Study

Statistical data on the 41 member institutions of the United Negro College Fund (UNCF) are compiled in this annual report for 1979. The member institutions are private, accredited, predominantly-black colleges and universities that offer baccalaureate and/or graduate study programs. The importance of this statistical information is emphasized in light of recent speculation regarding the future of private black colleges as increasing numbers of black students have enrolled at predominantly-white two- and four-year colleges. Data were gathered from UNCF questionnaires sent to each institution. Enrollment figures by class, sex, race, and geographic distribution are presented. Total enrollment at UNCF institutions, including summer school and additional spring semester students was approximately 50,000. Degree level and education goals of students are also examined. Information on faculty is provided including number of faculty, race, degrees held, salaries, and student-faculty ratios. The financial positions of UNCF students and institutions are discussed including operating revenues and expenditures, endowment, student charges, financial aid, and parental income. Appended are 14 data tables. (SF)

ED 178 025 HE 011 966

Dulac, Claude

Tuition and Living Accommodation Costs at Canadian Universities, 1978-79 and 1979-80.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.
Pub Date-Jun 79
Note-24p.; Parts may be marginally legible due to small print
Available from-Publications Distribution, Statistics Canada, Ottawa, K1A 0T6, Canada ($.70)

Language-English; French
Pub Type- Numerical/Quantitative Data (110) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annual Reports, *College Housing, Eligibility, *Enrollment Rate, Graduate Study, Higher Education, Institutional Characteristics, Need Analysis (Student Financial Aid), *Student Costs, Student Financial Aid, *Student Loan Programs, *Tuition, Undergraduate Study
Identifiers-*Canada

Tuition and living accommodation costs for students at most Canadian universities are summarized in this publication from Statistics Canada. Extensive data tables include information on accommodation costs for university-operated residences and housing and tuition fees. The range of tuition fees at the undergraduate level reflects a fee structure that is dependent upon the year of the program in which the student is enrolled. For graduate students, the range is due to different fees for different programs or for different levels. Data were compiled from various sources and a briefly annotated list of these sources is included. Information is also presented on the Canada Student Loans Plan. Assistance under the program is geared to those students whose resources are insufficient to provide for the cost of full-time studies at the postsecondary level. Criteria for receiving a Certificate of Eligibility for the loan program are listed as well as the addresses of local information centers for the loan plan. (SF)

ED 178 026 HE 011 972

State of Maine Student Financial Aid Guide to Post-Secondary Education. 1979-1980.

Maine State Post-Secondary Education Commission, Augusta.

Pub Date-79

Note-44p.

Available from-Division of Higher Education Services, State Department of Educational and Cultural Services, Augusta, ME 04333

Pub Type- Reference Materials - Directories/Catalogs (132) - Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indians, Eligibility, Federal Aid, *Financial Support, *Grants, Higher Education, Institutional Characteristics, *Scholarships, State Aid, *Student Financial Aid, *Student Loan Programs, Student Needs, Tuition Grants, Veterans, Work Study Programs

Identifiers-*Maine, Student Financial Aid Officers

Financial aid information for residents of the State of Maine is presented in this booklet. Instructions for completing the College Scholarship Service Financial Aid Form are presented. The Basic Educational Opportunity Grants Program, the Supplemental Educational Opportunity Grant Program, Maine State Incentive Scholarship Program, and the New England Regional Student Program are explained as well as the College Work-Study Program. Student loans are also discussed including: the Guaranteed Student Loan Program, the National Direct Student Loan Program, and Nursing Student Loans. Also examined are federal education benefits for veterans and their dependents. Indian scholarships and the University of Maine Indian Scholarship Program are described. Scholarships and loans available from individual Maine postsecondary schools are described, and scholarships and loans with no particular postsecondary school affiliation are listed. Addresses for financial aid officers of Maine postsecondary institutions and vocational-technical institutes are also included. (SF)

ED 178 027 IR 005 026

Malik, M. F.

Psychophysiology of Visual Space in Film and Television.

Pub Date-77
Note-9p.; For related document, see IR 005 024
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, Film Production, Films, Futures (of Society), *Holography, Perception, *Psychophysiology, Television, *Visual Perception, *Visual Stimuli

Some of the theories which have been developed to explain how visual space is actually perceived, processed, and stored in the human brain are briefly noted, and the correspondence of contemporary systems of stereocinematography and holography to the neural processes of the brain is explored. Major concepts discussed include projective geometry, three dimensional perception, space perception, human information channels, and segmented space systems. The comprehension of these concepts was the foundation for modern stereocinematography techniques. Segmented space systems are said to be similar to stereocinematography, where the viewer is confined to a certain area, viewing the angle and precise timing of the show so the psychodramatic information impact is decreased geometrically with the length of time. Holography is described as a typical example of the use of projective geometry, where the viewer is in the movable horizon or place so his/her own eyes are a vanishing point or camera, and with every movement of his/her eye or head the entire picture will change its projective geometry. (JEG)

ED 178 028 IR 007 458

Wellisch, Hans H.

The Arrangement of Entries in Non-Roman Scripts in Multiscript Catalogs and Bibliographies.

Pub Date-78
Note-24p.
Journal Cit-International Forum on Information and Documentation; v3 n3 p18-24 1978
Pub Type- Opinion Papers (120) - Numerical/Quantitative Data (110) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Alphabets, *Bibliographic Citations, *Cataloging, Classification, Cyrillic Alphabet, *Filing, Library Standards, *Romanization

Citing the confusion generated for both librarians and users that results from the Romanization of bibliographic entries written in non-Roman scripts, it is argued that a standardized solution generally applicable to the arrangement of non-Roman script entries in bibliographic control tools should be found and adopted. Such entries should not be filed mechanically by name of script only because the resulting order would put entries for small collections in little-used scripts before those of more extensive collections in widely-used scripts, and would disperse entries in closely related scripts. A filing order for the 13 scripts that produce the present world output of books is proposed, based on the criteria of family affinity of scripts and the script's rank in the volume of world book production. Interfiling of entries in different languages or further subdivision by language, depending on the character of the script, is also suggested. A list of references is provided in addition to tables illustrating several aspects of the proposed solution. (FM)

ED 178 029 IR 007 617

Hines, Mary And Others

An Analysis of Family Role Structures and Interactions in Commercial Television. Report No. 6.

Michigan State Univ., East Lansing. Dept. of Communication.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-41p.; Paper presented to Mass Communication Division of the Speech Communication Association (Minneapolis, Minnesota, November 1978); Project CASTLE: Children and Social Television Learning; For related documents, see IR 007 415, IR 007 621, IR 007 629-630, and IR 007 634
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bibliographies, *Characterization, Content Analysis, *Family Characteristics, *Family Life, *Family Role, *Programing (Broadcast), *Television Research

This report describes the results of a study of family role structures and family role interaction patterns of U.S. television families appearing during prime time and Saturday morning programs for the 1976-1977 season. The content analysis constitutes a role-by-behavior description of verbal interaction among television families, the coding unit being any act or sequence of acts initiated by a family member and directed to another family member which is unitary with respect to direction, mode, and recipient. Each act was assigned to one of several nominal level categories along such dimensions as the act initiator, directions and modes (going toward, away, or against), the act recipient, and the family structure. Coder training procedures and interrater reliability percentages are described. Discussion of findings is supported by tables displaying the data collected, and a 52-item bibliography is provided. Appendices include a list of the programs studied and a table of family interactions for these programs. (RAO)

Simmons, Katrina Wynkoop And Others
The Demography of Fictional Television Characters in 1975-76. Report No. 2.
Michigan State Univ., East Lansing. Dept. of Communication.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-Feb 77
Grant-90-C-635
Note-34p.; Project CASTLE: Children and Social Television Learning; For related documents, see IR 007 415, IR 007 617, IR 007 629-630, and IR 007 634
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cartoons, *Characterization, Childrens Television, *Fiction, Programing (Broadcast), *Television Research
Identifiers-*Fictional Characters

This study examines the messages presented by fictional characters during the family hour, later prime time, and Saturday morning television in the 1975-76 season. Demographic variables of program attributes include type of program family or medical drama, situation comedy, or action-crime; attributes investigated for the fictional characters include sex, age, national origin, accent, ethnic identity, socio-economic status, occupation, program role of the character, and minority characteristics. Findings of the study are presented and discussed, together with some of their implications. A list of references is provided. (RAO)

Greenberg, Bradley S. And Others

Pro-Social and Anti-Social Behaviors on Commercial Television in 1975-76. Report No. 1.

Michigan State Univ., East Lansing. Dept. of Communication.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-Feb 77
Grant-90-C-635
Note-78p.; Project CASTLE: Children and Social Television Learning; For related documents, see IR 007 415, IR 007 617, IR 007 621, IR 007 630, and IR 007 634
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Affection, Aggression, *Anti Social Behavior, *Behavior Patterns, Cartoons, Childrens Television, *Programing (Broadcast), *Prosocial Behavior, *Television Research, *Television Viewing, Violence

This study investigates pro-social and anti-social behaviors portrayed on prime time and Saturday morning television during the 1975-76 season. An initial review of relevant research in this behavioral area is followed by a description of the basic content categories for pro-social and anti-social behaviors, motives and consequences of these behaviors, the measurement of act intensity, coder training program, coder reliability estimative procedures, and samples of television content. A total of 92 programs comprising 68.5 hours of viewing were analyzed for this study and results are discussed for a variety of frequency and time categories. Appendices include intensity of acts, shows by program type and representative intensity levels for both pro- and anti-social acts. (RAO)

ED 178 032 IR 007 630

Atkin, Charles K. And Others

Selective Exposure to Televised Aggression. Report No. 7.

Michigan State Univ., East Lansing. Dept. of Communication.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.

Pub Date-Feb 78

Note-16p.; Project CASTLE: Children and Social Television Learning; For related documents, see IR 007 415, IR 007 617, IR 007 621, IR 007 629-630, and IR 007 634

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aggression, *Behavior Patterns, Elementary School Students, Longitudinal Studies, Programing (Broadcast), *Television Research, *Television Viewing, *Violence

This 2-wave panel survey of young people was conducted to explore the relationship between attitudes and viewing over time, examining aggressiveness and viewing of programs portraying physical and verbal aggression. Questionnaires were administered to 227 children in the fourth, sixth, and eighth grades in 1976 and again one year later. The pertinent variables in this analysis are exposure to physically and verbally aggressive programming, and reports of physical and verbal aggressiveness. Of secondary importance are measures of program prohibition, grade, and sex. This study provides supportive evidence for selective exposure to aggressive television entertainment programming which is compatible with aggressive attitudinal predispositions. Even with a conservative regression analysis that controls for grade, sex, and initial viewing patterns, a significant relationship remained between prior orientations and subsequent program choices. Findings of this study suggest that a portion of the basic relationship between viewing and aggressiveness may be attributable to selective exposure rather than the reverse viewing-causes-aggression sequence. (RAO)

ED 178 033 IR 007 634

Fernandez-Collado, Carlos And Others

Substance Use and Sexual Intimacy on Commercial Television. Report No. 5.

Michigan State Univ., East Lansing. Dept. of Communication.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.

Pub Date-Oct 77

Note-26p.; Project CASTLE: Children and Social Television Learning; For related documents, see IR 007 415, IR 007 617, IR 007 621, and IR 007 629-630

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Broadcast Television, Content Analysis, Drinking, *Drug Abuse, Elementary School Students, *Programing (Broadcast), *Sexuality, *Television Research, Television Viewing

This study reports a content analysis of 1976-1977 commercial television programing for incidents of alcohol, drug, and tobacco use and sexual behavior. The analysis included one episode of each prime time and Saturday morning dramatic series, comprising 77 programs and 58 hours of television viewing. A concurrent survey among 300 fourth, sixth, and eighth grade children identified the series viewed by 40 percent or more of these children. Substance use and sexual behavior are defined as they relate to this study and findings are discussed. A 23-item bibliography is attached. (RAO)

ED 178 034 IR 007 692

Rosenbaum, Allan

Social Networks as a Political Resource: Some Insights Drawn from the Community Organizational and Community Action Experiences.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group. Network Development Div.

Pub Date-Mar 77

Note-39p.; Paper prepared for the Network Development Staff, School Capacity for Problem Solving Group, National Institute of Education Washington, D.C., March 16-17, 1977 ; For related documents, see IR 007 656, IR 007 659, IR 007 662, IR 007 671, IR 007 689 and IR 007 691; Best copy available

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Action, *Community Organizations, *Educational Change, Information Networks, *Methods, *Networks, *Organizational Development, Organizational Effectiveness, Organizational Theories, Political Influences, Resources, Social Action, Social Change

The development and functioning of urban social networks in highly politicized environments particularly, the neighborhood based community organization, political coalition building of urban mayors, and community action programs suggest implications for building locally based educational reform capacity through network development. Community organizations are useful political resources that over time tend to assume and adopt a distinct mode of operation involving either community development, social planning, or social action. The adoption of one specific mode of operation is related to group ethos and relationships with the external community, as well as the role of group leadership and staff. Research involving leadership and staff suggest that full-time outside professionals, incentives, tactics, and friendship networks, along with the organizational attachments of and rewards for members, affect network development. Kotter and Lawrence's study of mayoral coalition building identifies strategies and tactics useful in developing and maintaining networks. Federally funded community action programs have been the most successful in linking social and political reform through network and institution building, although such achievements have been largely unrecognized. Sustained and sincere federal commitment was and still remains crucial. Insights and tactical issues from these social groupings can be applied to the establishment of education-related networks. (CWM)

ED 178 035 IR 007 737

Library Services for the Handicapped. Development of Resource Sharing Networks, Networks Study No. 9. A National Consultative Seminar, Canberra, August 1-3, 1978.

National Library of Australia, Canberra.
Pub Date-Aug 78
Note-165p.
Available from-Sales & Subscriptions Unit, National Library of Australia, Canberra, ACT 2600, Australia ($5.75, Australian)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Role, Facility Requirements, Foreign Countries, Information Dissemination, *Information Needs, *Library Role, *Library Services, Library Surveys, *Physically Handicapped, Public Libraries, *Visually Handicapped
Identifiers-*Australia

Speeches, papers, and summaries of group discussions from Australia's 1978 national seminar on library services for the visually and physically impaired are presented. The opening and keynote addresses are followed by two papers dealing with the present state of services in Australia and other nations, two papers on the library service needs of the blind and physically handicapped, and two papers concerned with meeting those needs in the future. The eight group discussion reports relate to (1) the question of segregation or integration of library services to the handicapped, (2) the role of voluntary organizations in providing such services, (3) promotion of services, (4) training of library service staff members who serve the handicapped, (5) rationalization of resources, (6) role of library services to the handicapped, (7) design of facilities to accommodate the handicapped, and (8) delivery of library services to the handicapped. Appendices provide a list of seminar participants; guidelines for the group discussions; a survey of institutions of higher education offering courses in librarianship; copyright implications of library services for the handicapped; a section detailing the principles, requirements, and structure of library services to the blind; and a reading list on library services to the handicapped. (FM)

Davis, Katherine E., Ed.
Manual for Florida Public Library Boards.
Florida State Library, Tallahassee.
Pub Date-Aug 75
Note-65p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Budgets, *Governing Boards, Library Planning, Organization, Policy, *Public Libraries, Public Relations, Responsibility, State Legislation, State Libraries, *Trustees
Identifiers-*Florida

Intended as both a resource tool for assisting Florida public library boards in their functions and a training tool for new and inexperienced board members, this manual provides a means for compiling all information pertinent to board operations into one sourcebook and for keeping this material up-to-date. It is organized into eight chapters: (1) the library and its board, including the public library in Florida law and board responsibilities and powers; (2) organization selection and appointment of board member's, bylaws, meetings, continuing education for board members; (3) library director, including his selection and board/director relationship; (4) planning; (5) policies; (6) budget, including funding sources; (7) public relations organizing friends groups, lobbying, writing to Congressmen; and (8) the Florida State Library, which presents an organizational chart. (JD)

ED 178 037 IR 007 760

Baldwin, Joe Michael

Measuring the Efficiency of Use of Books Borrowed from a Public Library.

Pub Date-May 79
Note-104p.; Master's Thesis, North Texas State University; Parts of the Library Borrower Survey form will not reproduce well because of small type size
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Books, *Efficiency, Hypothesis Testing, *Information Utilization, *Library Circulation, Library Materials, Library Surveys, Public Libraries, *Surveys, *Use Studies

Focusing on the library book borrowing behavior which can be controlled by the circulation policy of the library, this study investigates such factors as type of borrower, type of material borrowed, number of items borrowed, and length of time borrowed, and ascertains the effects these factors have on the use of borrowed library materials. Data gathered from a survey of borrowers from the Fort Worth (Texas) Public Library conducted in the autumn of 1976 and the spring of 1977 are used to test four hypotheses: (1) that a greater amount of efficient use occurs among books borrowed by non-multiple borrowers, (2) that more efficient use occurs among books held less than the mean borrowing time, (3) that higher use efficiency occurs among books borrowed for non-school purposes, and (4) that greater use efficiency occurs among fiction books than among non-fiction books. Study procedures, including data collection methods, data tabulation, and statistical tests used in data evaluation, are presented along with summaries of questionnaire data and statistical findings. Sample questionnaires and a bibliography are also provided. (FM)

Vinson, Elizabeth A. Chewning, David L.

The National Rural Information Clearinghouse of the National Rural Center. National Rural Center, Washington, D.C.

Spons Agency-Department of Commerce, Washington, D.C.
Pub Date-Sep 78
Grant-99-6-09521; Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Clearinghouses, Information Dissemination, Information Retrieval, *Information Services, Library Collections, *Library Reference Services, Nonprofit Organizations, On Line Systems, *Rural Population, Special Libraries, Special Programs, *Technical Assistance

Summarizing the organizational structure of operations and giving examples of the kinds of services provided, this report describes the establishment, work methods, and achievements of the National Rural Information Clearinghouse. The clearinghouse program maintains a specialized library, a reference service, and a technical assistance service geared to furnish information about the full range of economic and human development programs that are needed in rural areas, communities, towns, and counties. Seven sections provide background information on (1) the National Rural Center and its relationship to the clearinghouse, (2) the functions and organization of the clearinghouse, (3) its library's collection, layout, and special equipment, (4) its computerized information retrieval services, (5) its technical assistance services, (6) its reference services, and (7) its special programs and outreach activities. While the bulk of the report covers clearinghouse operations between March 1976 and November 1977, a separate section reviews its activities between December 1977 and September 1978. (FM)

Curtis, Ruth V.

Organizing a Nursing Home Library for Residents. A Do-It-Yourself Manual.

Pub Date-78
Note-16p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Information Sources, *Institution Libraries, Library Acquisition, Library Circulation, Library Facilities, Library Material Selection, *Library Planning, Library Programs, *Nursing Homes, *Program Development
Identifiers-New York

These guidelines for developing and maintaining a library in a resident nursing home, for use by either staff members or volunteers, recommend an individual survey of each resident as a way of determining reading preferences and deciding what materials should be ordered. Other areas examined are the location of the library, including space and furniture needs; acquisition of books, magazines, newspapers, audiovisual materials, and library supplies; organization of materials, including formats for book cards and pockets, and for shelf list, author, title, and subject catalog cards; circulation procedures; and publicity for library events. Pertinent information resources in the Central New York area are listed. (FM)

ED 178 040 IR 007 767

The Regional Library Resource Centers of Pennsylvania in Concept and Operation.

Public Administration Service, Washington, D.C.
Spons Agency-Pennsylvania State Library, Harrisburg.
Pub Date-Dec 78
Note-161p.; For related documents, see ED 021 587-588
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Development, Evaluation, Financial Support, Interlibrary Loans, Library Collections, *Library Services, *Regional Libraries, *Resource Centers, *State Programs, *Tables (Data)
Identifiers-*Pennsylvania

This report (1) reviews the concept, development, and effectiveness of the Regional Library Resource Centers (RRC's) of Pennsylvania as a part of the state's organization for public library services; (2) recommends possible desirable changes in their number, scope of services, interlibrary relationships, and funding; and (3) drafts regulations for carrying out the recommendations. Specifically, chapters cover (1) the

origins of regional library resource centers in Pennsylvania and the 1958 study by Lowell A. Martin; (2) library development, 1962-67, and the Martin re-survey of 1967; (3) the adoption and implementation of the recommendations of the Martin studies relating to RRC's; (4) the initiation of the work of the RRC's; (5) a critical review of the concept and services of the RRC's; (6) the organization for library support at the state level; (7) major research collections in the RRC's; (8) RRC's and interlibrary loans; and (9) findings and conclusions. The report includes an organizational chart of the Pennsylvania Department of Education and 33 tables display relevant data in the text. (Author/JD)

ED 178 041 IR 007 771

Wehren, Aileen
Source Journal List: Women's Educational Equity Communications Network.
Educational Testing Service, Princeton, N.J.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-5 Jan 78
Contract-300-76-0463
Note-99p.
Pub Type- Reference Materials (130)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Data Bases, Feminism, Information Networks, Information Retrieval, *Periodicals, Relevance (Education), *Womens Education

Designed for use by information network users, this list of journals which publish material relevant to women's educational equity indicates the machine database or databases which cover each journal, as well as identifying those journals not processed by any database. Introductory materials include descriptions of the procedures used in the construction of the list and the process of determining the relevance of the periodicals. This process consisted of two phases: an in-house review of the source journal list, and a review of articles to determine which periodicals are doing the majority of publishing within the subject areas covered by women's educational equity. Content areas identified as relevant include education, legal matters, careers, sex differences, family topics, and health. Cautionary notes relating to use of the list are provided, as well as information about databases included or searched and the ERIC Clearinghouse codes. The list, which is alphabetical by periodical, incorporates ten databases, and notes whether each journal is reviewed selectively or cover-to-cover. A supplementary list of 53 additional journals noted after the completion of the Source Journal List which may be relevant is also provided. The two appendices indicate the number of relevant articles published in 1976 by selected journals in both the general area of women's educational equity and six specific subject areas. (FM)

ED 178 042 IR 007 773

Hawkins, Jo Anne And Others

The Status of Status: The Status of Librarians in Texas Academic Libraries.

Texas Univ., Austin. General Libraries.
Spons Agency-Texas Library Association.
Pub Date- 78
Note-65p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Libraries, Fringe Benefits, Governance, *Librarians, *Library Surveys, *Professional Recognition, Staff Improvement, Standards, *Status
Identifiers-*Texas

This report presents the findings of a survey that sought to relate the status of Texas academic librarians to national standards. Consisting of 70 questions in seven categories identification of library staff, general (status), appointment, promotion and tenure, professional development, governance, and benefits the survey was based, in part, on the Association of College and Research Libraries (ACRL) Standards for College and University Librarians'' (1971). Questionnaires were sent to all 144 academic libraries in Texas, including two- and four-year, private and public colleges and universities. The report compares the survey data from the 135 responding libraries to each ACRL standard, describes additional findings, and makes recommendations. Appended are the questions of the survey, with a breakdown of the responses by type of institution; where appropriate, the percentage of responses within each category column is given. Included is a reprint of the ACRL standards. (JD)

Poorman, Margaret J.
Successful I.D. Encounters.
Pub Date-7 Mar 79
Note-10p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Strategies, Community Colleges, *Consultants, Consultation Programs, *Counseling Effectiveness, Counselor Role, Organizational Climate, Political Power, Professional Personnel, *Program Descriptions, Publicize
Identifiers-*Instructional Development

Instructional Development (I.D.) encounters are dependent for success on such variables as power, politics, promotion, and organizational placement. I.D. consultants must be aware of power bases or orientation of other personnel and clients, e.g., these four power personalities which affect their efforts in managing I.D. encounters: the gate (information) keeper, the decision maker, the opinion leader, and the change agent. Role negotiation between the consultant and client best achieves an equal power relationship. Promotion, or publicity, entails providing information on the organization's I.D. style and services, as well as on consultative style and orientation. Since organizational placement of the consultant influences trust and openness, the consultant should report to the chief academic officer to maximize his stability and legitimacy. At Iowa's Kirkwood Community College, diverse instructional development activities merged into an I.D. center in fall 1977, which brought all resources and activities under one coordinating function. This center stresses a supportive, service-oriented philosophy, as well as a collaborative internal atmosphere. Promotion of services have been both formal (external, highly publicized) and informal (low-key, internal). A list of 11 references is attached. (SW)

ED 178 044 IR 007 778

Fasick, Adele M.

What Should Libraries Do for Children? Parents, Librarians and Teachers View Materials and Services in the South Central Regional System (Ontario).

Toronto Univ. (Ontario).

Spons Agency-South Central Regional Library System, Hamilton (Ontario).

Pub Date-Sep 77

Note-262p.; Appendix B (on colored paper) may not reproduce

Available from-South Central Regional Library System, 220 Dundera Street South, Hamilton, Ontario, Canada L8P 4K7 ($10.00)

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attitudes, *Children, Demography, Elementary Grades, Elementary School Teachers, Foreign Countries, Librarians, *Library Materials, *Library Services, Library Surveys, Parents, Preschool Children, *Public Libraries, Regional Programs, Research Methodology

Identifiers-*South Central Regional Library (Canada)

This study was designed to gather information about the views of librarians and the public concerning materials and services provided for children in the public libraries of the South Central Regional Library System in Ontario. Questionnaires distributed in each of the 13 communities served by the system asked about the perception of the provision of and the importance of current and possible future services. Questionnaires were distributed to all librarians in the public libraries, and to a sample of principals, teachers, nursery school teachers, and library users; the questionnaires administered to librarians also included items about the services offered to the libraries by the regional system. An analysis of the more than 500 questionnaires returned showed that differences in the perception of services exist among the three groups: parents and teachers are more likely than librarians to view the provision of audiovisual materials, materials and services for very young children, and parent-child programs as very important. All groups agree on the importance of the traditional services of picture books, story hour programs, and help with school projects. Included with the report are 59 tables of data, the survey instruments used in the study, and selected comments of respondents. (Author/JD)

ED 178 045 IR 007 779

Sheldon, Ted, Ed. And Others

Collection Development Policy for the University of Kansas Libraries.

Kansas Univ., Lawrence. Univ. Libraries.

Pub Date-1 Mar 78

Note-320p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Criteria, *Library Collections, Library Material Selection, *Policy, *University Libraries

Identifiers-*Collection Development

This policy reflects developmental patterns governing the evolution of collections in the University of Kansas Libraries. Policy statements, written by bibliographers, are provided for 54 subject areas: African studies; anthropology; applied English; architecture and urban design; art; astronomy and physics; biological sciences; business administration; chemistry; children's literature; classics (Greek language and literature, Latin language and literature, classical archeology, classical culture); current fiction; East Asian studies; economics; education; engineering; English language and literature; French language and literature; geography; geology; German language and literature; government documents; history; Italian language and literature; journalism; linguistics; Linwood Library (Regents Center); map library; mathematics; Museum of Natural History; music; newspapers; other foreign languages; pharmacy; philosophy; political science; psychology; radiation biophysics; reference; religious studies; Scandinavian languages and literatures; Slavic and East European studies; social welfare; sociology; Spain, Portugal, and Latin American area studies; special collections; speech and drama; university archives; and women's studies. Each policy statement includes a statement of purpose; collection guidelines (languages, chronological guidelines, geographical guidelines, treatment of subject, type of material, date of publication, other resources, related subject policy statements); levels of collecting intensity by subject subdivision; and strengths and weaknesses evaluated in terms of programs and clientele served. (JD)

ED 178 046 IR 007 785

Seaver, Judith W. Weber, Stephen J.

Children's Television Programming and Public Broadcasting: An Analysis and Assessment of Needs. Final Report.

Market Facts, Washington, D.C.
Spons Agency-Corporation for Public Broadcasting, Washington, D.C.
Pub Date-Jan 79
Note-264p.; For a related document, see IR 007 786
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Childrens Television, *Educational Television, Information Needs, Program Descriptions, *Programing (Broadcast), Public Television, *Resource Materials, *Television Viewing

Designed to serve as a resource book to promote informed decision making by Corporation for Public Broadcasting (CPB) staff and advisory panels, this study reviews and analyzes the topic of children's public television viewing. Both instructional and more general types of programming for children are examined; however, information relevant only for commercial children's television is excluded. Information was collected through interviews, site visits, and reference research, and data are displayed in tabular form throughout the report. Five broad content topics comprise the body of the report: children and television-content analysis, television series for children, program utilization and needs assessment, constituent concerns, and alternatives and options for CPB action. Information sources are listed, and the appendices include a course distribution comparative survey of five national agencies. (JEG)

ED 178 047 IR 007 786

Seaver, Judith W. Weber, Stephen J.

Children's Television Programming and Public Broadcasting: An Analysis and Assessment of Needs. Executive Summary.

Corporation for Public Broadcasting, Washington, D.C.; Market Facts, Washington, D.C.

Pub Date-Jan 79

Note-43p.; For a related document, see IR 007 785

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Childrens Television, *Educational Television, Information Needs, Program Evaluation, *Programing (Broadcast), Public Television, *Resource Materials, *Television Viewing

Designed to serve as a resource book to aid decision making by Corporation for Public Broadcasting (CPB) staff and advisory panels, this report consists of a review and analysis of the current state of children's television programming. Major sections of the report are devoted to describing and analyzing children's television programming in the public broadcast community, while the remaining portions look at the context in which children and their television series interface. Three general topics are presented to describe this context: the child audience, the ecology of children's television viewing, and definitions of program content. Categories of conclusions used to summarize report findings include information needs, the status of children's television series, and issues. Alternatives and options for CPB action are outlined. (JEG)

ED 178 048 IR 007 787

Middleton, Morris G. And Others

The CNET Automated Budget System (CABS). TAEG Report No. 73.

Chief of Naval Education and Training, Orlando, Fla. Training Analysis and Evaluation Group.

Pub Date-Jul 79

Note-63p.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Automation, *Budgets, *Computer Oriented Programs, Computer Programs, *Electronic Data Processing, *Information Systems, Input Output Devices, Military Organizations, Military Personnel

Identifiers-*Computer Software

This document describes the Chief of Naval Education and Training (CNET) Automated Budget System (CABS), which was developed by the Training Analysis and Evaluation Group (TAEG) to provide an efficient, easy means of handling the large volume of data necessary to produce budget documents. A guide provided for Naval Education and Training Command (NAVEDRADOM) personnel for using CABS in the annual budget preparation cycle centers on automating and integrating the most critical CNET budget exhibits e.g., base operations, travel, transportation of material, expense element/functional category, inflation, and civilian personnel. Step-by-step procedures are presented for using the computer software, which is written in BASIC and designed to operate on WANG 2200 VP equipment. (CMV)

ED 178 049 IR 007 790

Hamblen, John W.

Computer Literacy and Societal Impact of Computers: Education and Manpower.

Pub Date-4 Oct 78

Note-15p.

Pub Type- Opinion Papers (120) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Computer Oriented Programs, Computers, *Computer Science, Degrees (Titles), *Educational Trends, Enrollment Rate, *Futures (of Society), *Higher Education, *Manpower Needs, *Scientific Literacy, Secondary Education

The use of computers in education and general society is continually expanding, but the growing need for highly educated computer technologists will continue unless universities take major steps toward the reallocation of their resources in favor of the burgeoning computer science departments, and government and industry provide a significant increase in graduate fellowships and other types of graduate student support. Computer training in the high schools may soon become available to the extent that clerks are prepared to become effective transaction terminal and data entry operators. However, few high schools can or should provide sufficient training for entry-level personnel in the computer center for operations, programming, or systems analysis, which should be provided by postsecondary institutions. (Author/CMV)

ED 178 050 IR 007 791

Pearson, Margot And Others

The Development of Film Material and Testing Procedures to Assess Students' Interpersonal Skills.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Report No.-TERC-50

Pub Date-Oct 77

Note-40p.

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum Development, *Instructional Films, *Interpersonal Competence, Interpersonal Relationship, *Material Development, *Measurement Techniques, Medical Education, *Medical Students, Videotape Recordings

This paper reports the development of a testing procedure using film stimulus materials to assess the interpersonal skills of first-year medical students at the University for New South Wales enrolled in the Introductory Clinical Studies (ICS) course, which is designed to encourage students to be aware of the complexities of human relationships and improve their own skills. Topics covered include the use of film and video material, vignette and material development, pilot testing, assessment procedures, a program designed to evaluate the previous year's materials and procedures, and the test finally developed to measure students' interpersonal skills. Appendices include the description of a possible approach to assessing ICS by videotape, and three student response sheets for film and videotape testing. (CMV)

Schreier, James W., Ed.
Directory of Simulations, Experiential Materials, Courses & Members.
Marquette Univ., Milwaukee, Wis.
Pub Date-77
Note-94p.; Sponsored by the Association for Business Simulation and Experiential Learning, Dallas, Tex.
Pub Type- Reference Materials - Directories/Catalogs (132) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Biographical Inventories, *Business Education, *Experiential Learning, Group Membership, *Instructional Materials, Interests, Management Education, *Management Games, Occupational Surveys, Professional Associations, *Simulation, Teaching Techniques

Five major sections in this directory present information from the Association for Business Simulation and Experiential Learning (ABSEL), including (1) simulations/experiential materials, (2) course descriptions, (3) ABSEL interest directory, (4) ABSEL membership directory, and (5) ABSEL facts and figures. Section 1 contains short summaries of simulations and experiential materials submitted by ABSEL members, together with and information on availability, student materials, teaching notes, special materials, time guidelines, and class size limitations. Section 2 provides summaries of courses, and descriptions of materials and evaluation techniques used in teaching by ABSEL members. Section 3 lists ABSEL members who responded to an interest survey according to functional research, and informtion-seeking interest categories. A complete listing of all current ABSEL members, and a variety of informative facts about ABSEL and its members are provided in sections 4 and 5. (CMV)

ED 178 052 IR 007 794

Sheiman, Deborah Lovitky

The Effects of Televised Drug Commercials on Children.

Pub Date-77
Note-7p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children, *Commercial Television, Drug Education, *Standards, *Television Commercials, *Television Research, Television Viewing
Identifiers-Nonprescription Drugs

This paper addresses the issue of non-prescription drug commercials appearing on commercial television and the impact that they have on children. Self-regulatory standards set by the National Association of Broadcasters are cited, and research concerning children and drug commercials is discussed. A brief bibliography is attached. (RAO)

ED 178 053 IR 007 795

European Experiments in Cable Television: Local Radio and Video: Lessons to Be Learned and Prospects for the Future. Strasbourg Colloquy, 11-13 May 1977.

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.

Pub Date-May 77
Note-32p.; For a related document, see IR 007 804
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cable Television, *Community Services, *International Educational Exchange, International Programs, *Mass Media, Media Research, *Radio, *Television

This 2-part report summarizes the Council of Europe's 1977 colloquy on cable television, local radio, and video, and presents the chairman's report on media and public usefulness. Problem areas addressed in the section on public service applications of the media include ensuring public access to the media, financing local radio and television, keeping functions separate, establishing a system of control, and research into public needs and communications. A program of action for the European community is proposed and current research in public access to the media currently underway in the various member nations is outlined. The chairman's report examines several factors implicit in public service and the media: pluralistic organization, diversified finance, separation of such functions as production and distribution, co-ordination and supervision of experiments by ad hoc authorities, and adaptation of experiments to real communication needs. (RAO)

ED 178 054 IR 007 796

Muiznieks, Viktors

A General Introduction to Microcomputers.

Illinois Univ., Urbana. Dept. of Secondary Education.

Pub Date-Nov 78

Note-19p.; The Illinois Series on Educational Applications of Computers, No. 26; For related documents, see IR 007 782, IR 007 845, and ED 142 199

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Computer Programs, *Computers, *Computer Science, Computer Storage Devices, Mathematical Logic, *Numbers, Technical Education

Identifiers-*Microcomputers

This basic introduction to microcomputers provides the neophyte with the terminology, definitions, and concepts that explain the microcomputer and computing technology in general. Mathematical operations with binary numbers, computer storage, controlling logic, and the concepts of stack and interrupt are explained. (RAO)

ED 178 055 IR 007 797

Gray, Sandra T.
The Home, The School, The Child: The TV Connection.
Pub Date-17 Mar 79
Note-11p.; Paper presented at the Regional Conference on Parent Participation TV Workshops for Civic, Religious, Educational and Parent Leaders and Their Families (Princeton, NJ, March 17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Commercial Television, Moral Development, *Parent Child Relationship, Parent Conferences, *Parent Responsibility, *Television Research

This paper discusses effective parenting and how television can be used to stimulate communication between parent and child. Research on viewing habits, and social statistics on teenage pregnancy and drug and alcohol use provide a background for examining parent-child communication and lead into a discussion of Kohlberg's theories of moral development and Bloom's patterns of parental behavior. (RAO)

ED 178 056 IR 007 798

Thornton, Philip F.

Impact of ESEA Title IV-C Projects on Education in West Virginia. Fiscal Year 1977-78 Report.

West Virginia State Dept. of Education, Charleston. Bureau of Planning, Research, and Evaluation.

Pub Date-Aug 78

Note-37p.

Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Basic Skills, *Demonstration Projects, Elementary Secondary Education, *Federal Aid, Skill Development, *State Surveys

Identifiers-*Elementary Secondary Education Act, West Virginia

This report provides an overview of the impact that nine ESEA IV-C funded projects in West Virginia have had in relation to monies expended, individuals served, and continued support provided for them. These projects focused on skill development in grades K-12 and addressed three levels: basic, life, and enrichment skills. The instrument used in collecting data for this report is appended. (RAO)

ED 178 057 IR 007 799

Moore, Martha V. And Others

The Instructional Effectiveness of Three Levels of Graphics Displays for Computer-Assisted Instruction.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Spons Agency-Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.

Report No.-ARI-TP-359

Pub Date-Apr 79

Note-23p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audition (Physiology), *Computer Assisted Instruction, *Computer Graphics, *Intermode Differences, Military Training, Research Needs, Retention, Time Factors (Learning)

This study compares the effectiveness of three types of computer graphics display for computer-assisted instruction in (1) low level (boxed alphanumerics and schematics), (2) medium level (line drawings), and (3) high level (line drawings plus animations). Three groups of 30 enlisted personnel at the Engineering School and the Defense Mapping School, Fort Belvoir, Virginia, studied a computer-assisted instructional lesson on the psychophysiology of audition. Upon lesson completion, retention of four knowledge categories addressed in the CAI lesson were tested. Groups did not differ in their performance on the final retention tests or in lesson completion time. Findings indicate that the addition of more realistic and sophisticated graphics displays in a CAI lesson do not insure an increase in instructional effectiveness but point out the need to determine principles and guidelines for the use of graphics in computer-based training. (Author)

ED 178 058 IR 007 800

Issues in Media Management: 1979 Series. Needs Assessment and Program Evaluation.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date-79

Note-55p.; For related document, see ED 163 980

Pub Type- Speeches/Meeting Papers (150) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Accountability, *Evaluation Methods, *Instructional Materials Centers, Management Development, *Needs Assessment, *Program Administration, *Program Evaluation, *School Libraries

This series of papers on needs assessment and program evaluation for school library media supervisors defines these concepts and explores ways in which they can be applied to the school media program. Papers included are: A Humanistic Approach to Needs Assessment and Program Evaluation,'' by Tom Sills; Approaches to Needs Assessment and Program Evaluation,'' by Cellestine Cheeks, Establishing Criteria for Evaluating Program,'' by D. Philip Baker; Personnel Evaluation as Part of Program Evaluation,'' by David R. Bender; Using Statistical Data to Validate Library Media Programs,'' by Nancy Walker; and Further Thoughts on Needs Assessment and Program Evaluation,'' by Anna Mary Lowrey. (RAO)

ED 178 059 IR 007 801

Spergel, Howard K., Comp.

A Listing of Education Series Broadcast by Public Television Licensees, 1978-79.

Corporation for Public Broadcasting, Washington, D.C.
Pub Date-Jan 79
Note-150p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Credit Courses, *Educational Television, Elementary Secondary Education, Inservice Programs, Noncredit Courses, Postsecondary Education, *Programing (Broadcast), *Public Television

This listing, compiled through the Corporation for Public Broadcasting's Office of Educational Activities, indicates those educational television series broadcast during the 1978-79 television season. The lists are arranged by elementary/secondary series (including only those series carried by ten or more licencees) and post secondary series. The elementary/secondary section contains 137 series, each assigned to a specific curriculum area. The 268 post secondary series are grouped by three categories: those which would be used in credit courses, those used in non-credit courses, and those intended for in-service professional training. Each entry contains the following information: title, curriculum area, primary and secondary target audiences, number and length of programs, production date, black-and-white or color, primary and secondary production formats, producer, distributor, number of licensees broadcasting in 1978-79, and a series description. An analysis of the elementary/secondary series is attached, indicating content areas, carriage, intended grade levels of the series, length, production mode and dates, producers and distributors. (Author/RAO)

ED 178 060 IR 007 802

Hayes-Roth, Frederick And Others

Machine Methods for Acquiring, Learning, and Applying Knowledge.

Rand Corp., Santa Monica, Calif.
Report No.-RAND-P-6241
Pub Date-Oct 78
Note-84p.
Available from-The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($5.00 per copy)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Artificial Intelligence, Automation, *Computer Oriented Programs, *Cybernetics, Game Theory, *Information Processing, *Programing
Identifiers-Expert Knowledge

A research plan for identifying and acting upon constraints that impede the development of knowledge-based intelligent systems is described. The two primary problems identified are knowledge programming, the task of which is to create an intelligent system that does what an expert says it should, and learning, the problem requiring the criticizing and expanding of current knowledge to improve overall system performance. In this view, learning produces new knowledge which must be accommodated to implement an improved system. Motivating problems, technical requirements for supporting system extensibility and improvability, and research proposed to achieve these objectives are described and related to previous research. Numerous examples are drawn for a heuristic program that plays a moderately difficult card game (hearts). Several appendices provide additional details on many technical issues, including the representation of knowledge and the structure of knowledge bases, the design of a knowledge programmer, various control methods, the design of a learning workbench, an illustrative learning scenario, and various learning heuristics. (Author)

ED 178 061 IR 007 803

Price, Robert V.

Management of Audio-Visual Media Services. Part II. Practical Management Methods.

Baylor Univ., Waco, Tex.
Pub Date-Feb 78
Note-15p.; Part I was not reproduced at author's request
Journal Cit-CCRC Report; v2 n4 Feb 1978
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audio Equipment, Audiovisual Aids, *Audiovisual Directors, Audiovisual Instruction, *Costs, *Educational Technology, *Management, Media Specialists, Projection Equipment, *Resource Centers, Video Equipment

This paper furnishes a framework that allows the local audiovisual administrator to develop a management system necessary for the instructional support of teaching through modern media and educational technology. The structure of this framework rests on organizational patterns which are explained in four categories: complete decentralization, centralization of library materials and services only, centralization of separate library and audiovisual services, and centralization of school media center services. Information is provided on the selection of media software and costs for commercially produced audiovisual media, as well as 1978 cost estimates for such audiovisual hardware as projectors, recorders, video cameras, and monitors. Inventory control procedures, the purchase and maintenance of audiovisual equipment, and the identification of media services external to the school are also covered. (RAO)

ED 178 062 IR 007 804

Klaver, Franca
Media in the Netherlands.
Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.
Pub Date-Sep 76
Note-25p.; Best copy available; For a related document, see IR 007 795
Pub Type- Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cable Television, Citizen Participation, Foreign Countries, *Mass Media, Media Technology, *National Programs, National Surveys, *Policy Formation, Public Policy, *Television
Identifiers-*Netherlands

This 2-part report summarizes Dutch policy on mass media and reviews the status of cable television in the Netherlands. The first part defines the underlying principles of a national policy on mass media in relation to the press, commercial and educational television broadcasting, radio, cable television, and media research. Parliamentary debate on these issues and the impact of cable television from a technical and legal standpoint are also explored. The second part reports briefly on a study which was conducted to determine the level of individual participation in local cable television programming in six localities in the Netherlands. (RAO)

ED 178 063 IR 007 805

Schneller, Raphael

Media Research and Media Education Controversy, Contradiction, and Complement.

Pub Date-78
Note-37p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aggression, *Attitudes, *Behavior, *Behavioral Science Research, Behavior Problems, *Mass Media, Nonformal Education, Social Development, *Socialization, *Television, Violence

Recent research on mass media, with a particular emphasis on television, is reviewed for the effects that the media has on behavior and the use of media in educational endeavors. Although a very pessimistic view is taken concerning the contribution of specific research studies, it is emphasized that one should not underestimate their importance, for research is seen to have contributed some very important general concepts. The view that television and other mass media have been the irresistible dominator of socialization is heavily exaggerated: one needs to consider many other factors, such as psychological, societal and environmental influences, and the credibility of truth or view of society as presented by mass media has to be questioned seriously and checked. Many of mass media's possibilities, intentions, and limitations could be clarified by understanding not only the media's messages, but also their structure and process through professional, political, and economic considerations. (Author)

ED 178 064 IR 007 806

Ellison, John W. And Others

Photographs and Negatives: Storage and Care Self-Evaluation Form.

State Univ. of New York, Buffalo. School of Information and Library Studies.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-18p.

Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiovisual Aids, Bibliographies, *Library Services, *Photographs, *Storage

This form, initially developed from information gathered in an extensive literature search on the subject of storage and care of non-book materials, was designed to assist librarians in evaluating the quality of their storage and care practices for photographs and negatives. The form was field-tested for value and usability in 20 selected institutions representing a variety of types of library situations. Twenty-eight non-book authorities were also sent copies of the form and asked to make recommendations. Forms developed for other media formats film, tape, maps, microforms, original art, and phonorecords are listed, as well as sources for rental of related slide tape productions. A rationale for a storage and care program is detailed and recommendations are made. An extensive bibliography on the care of photographs and negatives and a miscellaneous bibliography on non-book materials are included. (JEG)

ED 178 065 IR 007 807

Powell, J. P.

The Production and Evaluation of Film Material for Use in Staff Development Programmes for Tertiary Teachers. Research and Development Paper No. 52.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Pub Date-Mar 78

Note-17p.; Contains some light print

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Consortia, *Higher Education, *Instructional Films, Instructional Materials, *Single Concept Films, Teacher Education, *Videotape Recordings

This document discusses the work of a consortium of interested producers and users of instructional materials, who worked on a project aimed at producing short films dealing with small group teaching, and developing general guidelines for the production and evaluation of visual stimulus material which would be suitable for staff development purposes. Each member of the group was asked to produce a half-hour videotape dealing with small group teaching and copies were distributed among members. The group then met to consider all the materials produced, select the most effective, and formulate evaluation and production guidelines. While a consensus was not reached, several important principles were identified. Focus of the consortium shifted after two meetings to the encouragement of the production of a wider range of materials and facilitating training programs for workshop leaders. Recommendations suggest four future concerns for consortium work. (JEG)

Pearson, Margot And Others

The Production and Evaluation of Film Material to Assess the Interpersonal Communication Skills of Medical Students. Research and Development Paper No. 53.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.
Pub Date-Jul 78
Note-33p.; For a related document, see IR 007 791 ; Contains some light print
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Evaluation Methods, Instructional Films, *Interpersonal Competence, Medical Education, *Medical Students, Post Testing, Pretests, Professional Education, *Program Evaluation, *Tests, Videotape Recordings

The test described was developed to help assess the interpersonal communication skills of medical students in an introductory clinical studies course at the University of New South Wales designed to improve these skills. The stimulus materials consist of filmed vignettes portraying patients expressing strong emotions to doctors. The vignette ends before the doctor replies, and students are asked to respond to the patient either in writing (open-ended test) or by choosing the most appropriate of five given responses (forced-choice test). the pre- and posttests were administered to first year medical students enrolled in the course and to a control group of first year physics students. Responses to both types of test were rated according to a schedule which assessed the ability to respond facilitatively in a patient-doctor interaction. Findings indicated that the scores of the medical students increased significantly while those of the physics students did not, suggesting that the test was sensitive to changes in the students' interpersonal communication skills. The report includes data, a list of 27 references, and a copy of the open-ended response form. (JEG)

Prather, Ronald E., Ed.

Proceedings of 1978 Conference on Computers in the Undergraduate Curricula: CCUC9 (9th, Denver, CO, June 12-14, 1978).

Pub Date-Jun 78
Note-393p.; For related documents, see IR 007 810 and ED 156 160
Available from-111 Weeg Computing Center, University of Iowa, Iowa City, Iowa 52242 ($10.00 per copy)
Pub Type- Collected Works - Proceedings (021) - Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Business Education, *Computer Assisted Instruction, *Computer Managed Instruction, Computer Programs, *Computer Science, Humanities Instruction, Mathematical Models, Mathematics Instruction, Programed Instruction, Social Sciences, Statistics

The 48 papers in this conference report are concerned with the use of computers in undergraduate curricula in various educational settings. Articles are split into general topic headings, including Computer Augmented Video Education (CAVE), Mathematics, Simulation, Testing, Humanities, Social Science, Computer Assisted Instruction/Computer Managed Instruction, Computer Science, Business, Science, Statistics, and Computer Services. (JEG)

ED 178 068 IR 007 810

Harris, Diana, Ed.

Proceedings of NECC 1979 National Educational Computing Conference (1st, Iowa City, IA, June 25-27, 1979).

Pub Date-Jun 79

Note-393p.; For related documents, see IR 007 809 and ED 156 160; Legibility of some figures and examples varies; Photograph removed

Available from-111 Weeg Computing Center, University of Iowa, Iowa City, Iowa 52242 ($10.00 per copy)

Pub Type- Reports - General (140) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Business Education, *Computer Assisted Instruction, *Computer Managed Instruction, *Computer Science, Engineering, Health Education, Mathematics Instruction, Special Education, Teacher Education, Teaching

The 68 presentations included in this conference proceedings discuss and evaluate educational computing, computer science, and computer engineering. This conference was held instead of the tenth Conference on Computers in Undergraduate Curricula, (CCUC) in an effort to expand the scope of information covered; the National Educational Computing Conference (NECC) is the first product of those attempts. Papers are grouped into broad subject areas, including Computer Based Education, Engineering, Pre-College Teacher Education, Computer Assisted/Managed Instruction, Minority Institutions, Natural Sciences, Computer Science, Pedagogy, Pre-College Environment, Simulation in Business and Economics, Social Science, Mathematics, Elementary School Children Programs, Micros and Minis, Handicapped, Statistics, Health, and Humanities. An author index is included. (JEG)

ED 178 069 IR 007 812

Sacco, Margaret T. Fields-Cox, Joan C.
Recommended Nonprint Media for Adolescents.
Pub Date-78
Note-30p.; Pages 23-26 will not reproduce well because of broken type
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescent Literature, *Audiovisual Aids, *Filmstrips, Guidance, *Secondary School Students, Slides, Social Studies

This annotated list of filmstrips, deemed appropriate for use by teachers of junior and senior high school students in English, social studies, and guidance, was compiled using the following criteria for selection: authenticity, appropriateness, cost, technical quality, presentation, and circumstances of use. They are listed alphabetically by title and include producer, production date, format, type of audio used, and guide available (where appropriate). (Author)

ED 178 070 IR 007 813

Shreiner, Scott C.

Simulating American Social Structure: An Interactive Game-Simulation for Career and Life Cycle Decisions.

Pub Date-Apr 79

Note-23p.; Paper presented at the Annual Conference on Instructional Computing Applications of the Indiana University Computing Network (6th, Indiana University, South Bend, IN, April 24-25, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Programs, *Career Exploration, *Career Planning, *Computer Oriented Programs, *Decision Making, Educational Games, Occupational Guidance, *Simulation

Identifiers-Career and Life Interactive Simulation

CALIS is an interactive computer-based simulation developed to assess career decisions and to present decisional alternatives to the players in career and life path choices, assessing the relative consequences associated with these choices. The CALIS game-simulation places the player in the social-psychological situation of an individual confronting American society during the late adolescent through early middle age stages of the life cycle. This social-psychological situation is simulate-operationalized as a micro-economic decision making process where a player allocates his or her time and money to various aspects of the game. The mode of play permits the player to allocate these resources in any life area,'' allowing the players to determine the importance of each area and the order of play. Beyond the resource allocation consideration, CALIS also collects player self-evaluations of the utility of their major decisions and the probability of success of attaining their game-oriented goals. The computer uses a graphic ratio-to-standard measure to make these utility and probability determinations. (Author)

ED 178 071 IR 007 814

Socio-Cultural Aspects of Cable, Television and Video. Paris Colloquy, 22-24 October 1975.

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.

Pub Date-11 Feb 76

Note-42p.; Colloquy on the Socio-Cultural Aspects of Cable, Television and Video (Paris, October 22-24, 1975); Best copy available

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cable Television, *Foreign Culture, *International Educational Exchange, *Public Television, Television Research, *Videotape Recordings

Identifiers-*Europe (West)

This report on the status of European cable television and videography reviews the results of the 1975 colloquy and recommends policy for experimental research, management, and distribution of these formats for the European community. Pluralistic management, technical reporting, and distribution linkage systems within the community are discussed, while general trends in cable television and current experimentation are reviewed. Appendices list participants, experiments conducted, and the format for the colloquy. (RAO)

ED 178 072 IR 007 815

Norman, Donald A.

Studies of Learning and Self-Contained Educational Systems, 1976-1979. Final Report No. 7902.

California Univ., San Diego. Center for Human Information Processing.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date-Jun 79

Contract-N00014-76-C-0628

Note-20p.; For related document, see ED 140 821

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Artificial Intelligence, *Computer Assisted Instruction, Learning Processes, Memory, *Programed Instruction, *Programed Tutoring, Tutorial Programs

Identifiers-FLOW Tutor

The studies summarized in this report on instructional theory and computer based tutorial systems were directed at two aspects of the study of learning and instruction: the theoretical understanding of human memory and the development of intelligent interactive computer systems for instruction. Two major computer-based tutorial systems developed by the project Coach and Instruct are discussed. (RAO)

ED 178 073 IR 007 816

Conner, Pat A.

A Study of Alternative Delivery Systems for Audio Instruction.

Newark Public Radio, N.J.

Spons Agency-Corporation for Public Broadcasting, Washington, D.C.

Pub Date-Sep 77

Note-219p.; Parts of appendix may be marginally legible

Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Audio Equipment, *Cost Effectiveness, *Delivery Systems, *Educational Radio, Elementary Education, *Instructional Programs, *Magnetic Tape Cassette Recorders, Program Development

The Newark Audio Instruction Project determined and evaluated the cost benefits and efficiency factors in using FM main channel and subchannel, the school intercom system, and audio cassettes for delivery of instructional programming for grades K-9, and developed a master plan for integrating radio/audio instruction into the curriculum. A preproject assessment, administered to a sample of 570 teachers in schools selected by the radio supervisor and the executive superintendent of schools, revealed that teachers were using main channel radio as the primary delivery system significantly more than cassette or intercom. In a post project assessment questionnaire administered after three months of involvement, attitudes towards the various delivery systems, levels of utilization, and modes of utilization, were evaluated. It was found that cassettes received the highest rating from teachers in terms of flexibility, efficiency, individualization, student reaction, ease of use and storage, and satisfaction on the part of the teacher. Questionnaire forms and tabulated results are included. Appendices include the original project proposal and related information about implementation, including equipment evaluation. (JEG)

ED 178 074 IR 007 817

Surviving and Thriving. WAVA-WSLMA Joint Conference on Public Relations, March 30-31, 1979.

Wisconsin Audio-Visual Association.

Pub Date-Mar 79

Note-79p.

Pub Type- Collected Works - Proceedings (021) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Annotated Bibliographies, Annual Reports, Commercial Television, Evaluation Methods, *Media Specialists, Newsletters, *Program Planning, *Public Relations, *Public Schools, Radio, *School Community Relationship

Included in this document are a conference program, a conference public relations (P.R.) handbook, an evaluation form, and notes outlining discussions and speeches from the conference. Topics covered include getting the most out of the conference; P.R. from the personal point of view; competition in education P.R.; P.R. within the school and the school district; using print and handout materials; how to involve students, volunteers, and parents; programming with special events; newsletter writing, developing displays; student and staff radio-TV programs; using your public relations staff; slide tape presentations; radio and TV spots; writing and marketing news releases; annual report writing; and planning, implementing, and evaluating the total public relations program. A 44-item annotated bibliography with further resources is included, in addition to several smaller bibliographies which appear with the notes on presentations. (JEG)

ED 178 075 IR 007 818

Licklider, J. C. R. And Others

Technology in Science Education: The Next Ten Years: Perspectives and Recommendations.

Spons Agency-National Science Foundation, Washington, D.C. Directorate for Science Education.

Pub Date-Jul 79

Note-42p.

Pub Type- Information Analyses (070) - Collected Works - General (020) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Research, Educational Technology, *Federal Programs, *Information Systems, Research and Development Centers, Science Curriculum, *Science Education

The four papers in this collection were commissioned by the Science Education Directorate of the National Science Foundation to assist in planning a research agenda for science education for the next ten years. A background paper by Dr. J.C.R. Licklider, Impact of Information Technology on Education in Science and Technology,'' discusses the potential future impacts of technology on society, and therefore, on science education. Dr. John Seely Brown, in his paper Fundamental Research in Technology in Science Education,'' discusses research trends in cognitive psychology and instructional systems, noting a shift from an emphasis on effective methods for the acquisition of facts and skills to an emphasis on the use of computers for the development of intelligent, knowledge-based instructional systems. Dr. Arthur Luehrmann's paper, Technology in Science Education,'' considers the needs of schools and universities in light of the advances in educational technology. Dr. Joseph I. Lipson discusses the overall R & D effort in his paper, Technology Program Recommendations,'' about the use of technology to improve science education, and summarizing the task force recommendations for a federal program for research and development in this area. (Author/JEG)

ED 178 076 IR 007 819

Jenke, Manfred

Telecommunication Development in the Federal Republic of Germany. The Telecommunications Report'': Findings, Recommendations and Response.

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.

Pub Date-10 Nov 76

Note-48p.

Pub Type- Reports - Evaluative (142) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cost Effectiveness, *Developed Nations, Futures (of Society), *Needs Assessment, *Program Planning, Technological Advancement, *Telecommunication

Identifiers-*West Germany

This study elaborates on 56 findings and 17 recommendations made in an earlier report about telecommunications by a commission originated by the German Federal Minister for Research and Technology. The commission investigated (1) the needs and demand for telecommunications; (2) technical possibilities, required volume of investment and costs of telecommunications; and (3) organization and general terms and conditions of telecommunications. The main outcome of the report was a more accurate knowledge of the technical premises of and interdependencies between the various new forms of telecommunication. In addition, the associated details of needs and the cost estimates made possible a more realistic prognosis of the time scale for the introduction of the corresponding systems. In this discussion of the work of the commission, the views of the Federation and of the States, of political parties, churches and trade unions, industry, advertising, and of the publishers are all considered to identify the complexity of the problems involved. The document canvasses for understanding of the necessity and the difficulty of obtaining a consensus regarding future policy. (Author/JEG)

ED 178 077 IR 007 820

Hammell, Thomas J. And Others

Training Assistance Technology Investigation. Final Report July 1977 to December 1978.

Eclectech Associates, Inc., North Stonington, Conn.
Spons Agency-Naval Training Equipment Center, Orlando, Fla.
Report No.-NAVTRAEQUIPCEN-77-C-0107-1
Pub Date-May 79
Contract-N61339-77-C-0107
Note-217p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Course Evaluation, *Laboratory Experiments, Military Organizations, Military Personnel, *Military Training, Models, Performance Specifications, *Simulators

This report addresses the initial phase of a multiphase effort to install Training Assistance Technology (TAT) capabilities on a submarine combat system trainer (SCST), and evaluate their effectiveness during a formal training course. This phase addresses the (1) selection of the trainer and course with which to conduct the evaluation, (2) formulation of the TAT training process segment, (3) development of training exercises, (4) development of performance measures, (5) identification of TAT model and display characteristics, (6) recommendation of the TAT/SCST interface methodology, and (7) development of a long-term research and development plan. A laboratory experimental evaluation of several TAT capabilities using the MK 81 Weapon Control Console (WCC) simulation with active submarine officers as subjects is also described. Appendices include a description of training courses and training device characteristics, interface discussion, summary of model training contents, training strategy summary, training exercises and displays, experimental and control group exercise guides, TAT experimental evaluation scenarios, and trainee input characteristics. (Author/CMV)

Urbanowicz, Charles F.

University Television in Northeastern California: A Partial Solution for the Future?

Pub Date-15 Oct 78

Note-24p.; Paper presented at the meeting of the World Future Society: Education Section (Clear Lake City, TX, October 20-22, 1978)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, Closed Circuit Television, Continuing Education Centers, Delivery Systems, *Educational Television, Educational Trends, *Extension Education, *Fixed Service Television, *Higher Education, Regional Programs, *University Extension

Identifiers-*California State University Chico

The Instructional Television Fixed Service (ITFS) closed circuit delivery system, which became operational on the California State University (CSU), Chico campus in 1975, has offered 61 courses (up to 13 per semester) with up to 27 transmission hours per week to campus students and people at six surrounding Regional Learning Centers (RLC). CSU, Chico envisages the campus program as extending throughout Northeastern California to fill the pressing need for quality education in sparsely populated areas. Instructors conduct campus classes before an assembled body of students, and the course (including classroom interaction) is broadcast in black and white over the ITFS system. Discussions are taking place about the possibility and feasibility of certain CSU campuses utilizing the ITFS system, and also of broadcasting the programs via satellite into the Pacific ocean region. Attachments include geographical population service diagrams and a descriptive list of courses offered by the ITFS system. (CMV)

ED 178 079 IR 007 822

Lauffer, Sandra, Ed.

Primary Health Care.

Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.
Pub Date-Jul 79
Note-16p.
Journal Cit-Development Communication Report; n27 Jul 1979
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adoption (Ideas), Adult Education, Autoinstructional Aids, Books, *Communication (Thought Transfer), Community Involvement, *Developing Nations, Diffusion, Films, *Information Dissemination, Learning Modules, *Medical Services, Paraprofessional Personnel, *Primary Health Care
Identifiers-Africa, Mexico, Nicaragua

This report contains 13 articles and book/film reviews on various topics related to the diffusion of health care information in developing countries; beginning with two articles which define primary health care, and suggest principles related to the community, communication, and the health practitioner upon which primary health care should be based. Other articles deal with the importance of the paraprofessional role, community participation, and preventive measures; Nicaragua's Rural Health Community Action Program (PRACS); Project Piaxtla, Mexico's health care network run by farm people; community and adult education in developing countries; and self-instructional health teaching modules for use in Africa. (CMV)

ED 178 080 IR 007 823

Lewis, Peter M.
Community Control of Local Radio.
Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.
Report No.-CCC/DC-(76)-57
Pub Date-19 Nov 76
Note-35p.; Best copy available; For related document, see IR 007 804
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Policy, *Citizen Participation, *Community Role, Foreign Countries, Mass Media, *National Programs, Programing (Broadcast), *Radio, *Radio Technology
Identifiers-Canada, Great Britain, Netherlands (Amsterdam)

This study was designed to determine to what extent local communities control the local radio which serves them, by what formal mechanisms their control is secured, and the underlying assumptions and goals which govern the practice of the professionals who have charge of the facilities. Two British radio stations, BBC Radio Bristol and the Independent Local Radio (ILR) station Thames Valley Broadcasting in Reading, are reviewed, as is STAD Radio Amsterdam. Contexts in which each of the stations operate are provided, giving background information on their creation and leading into separate discussions of each station's profile, including start date, studio address, area served, frequency, staff, finances, hours of operation, programming and operations control. In each case the means and forms of local input are examined. An appendix gives a brief description of two Canadian radio stations, Radio Cinq, Montreal, and Vancouver Co-op Radio. (RAO)

ED 178 081 IR 007 825

Weatherbee, James E., Ed.

Computer Science and Technology: Computer Performance Evaluation Users Group (CPEUG). Proceedings of the Fourteenth Meeting, Boston, Massachusetts, October 24-27, 1978.

Department of Commerce, Washington, D.C.

Spons Agency-National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.-NBS-SP-500-41

Pub Date-Oct 78

Note-354p.; Figures may be marginally legible

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 003-003-01985-2, $6.00)

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-*Computers, Data Analysis, *Electronic Data Processing, Measurement Techniques, *On Line Systems, Predictive Measurement, Simulation

Identifiers-*Performance Evaluation

The 31 conference presentations recorded here explore the technical and management issues of performance technology as they relate to the three major phases of the ADP (automatic data processing) life-cycle: the system requirements phase (workload definition), the systems acquisition phase (computer system and service selection), and the system operation phase (performance measurement and prediction methods). State-of-the-art papers and tutorials are included, and the program schedule of CPEUG (Computer Performance Evaluation Users Group) 78 is appended. (Author/JD)

ED 178 082 IR 007 830

The Financing of Community and Public Access Channels on Cable Television Networks in Member Countries of the Council of Europe.

International Inst. of Communications, London (England).
Spons Agency-Council of Europe, Strasbourg (France).
Report No.-CCC/DC-76-97
Pub Date-77
Note-36p.; Best copy available; For a related document, see IR 007 804
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cable Television, *Community Information Services, Community Resources, Financial Needs, Financial Problems, *Financial Support, Foreign Countries, Mass Media, *National Programs, *National Surveys, Program Development
Identifiers-*Europe (West)

This survey of the current situation in 12 European countries, where cable television has moved from only passive distribution of broadcast signals to the active mode of local origination, includes both official and unofficial discussion about future cable possibilities. The study begins by clarifying the different contexts in which local exploitation of cable arose on each side of the Atlantic, and then considers the situation in those countries where active cable is or has been operational. Each country's experience is described with regard to the opportunities provided by existing broadcasting organizations for public access and/or participation in programming. Particular attention is paid to Great Britain since British cable experiments have continued longer than those in other countries. The issue of financing as a key to control is considered in the context of two questions: whether communities should have a greater share in controlling their own activities, and whether television is too expensive to be afforded at local levels, and thus less amenable to local control and funding than the cheaper medium of radio. The appendix provides an example of U.S. public access programming which has contributed to large profits. (Author/CMV)

ED 178 083 IR 007 831

FTC Staff Report on Television Advertising to Children.
Federal Trade Commission, New York, N.Y. Bureau of Consumer Protection.

Pub Date-Feb 78
Note-397p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (620-944/108 1-3)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Children, *Childrens Television, *Consumer Protection, Dental Health, Federal Legislation, Federal Regulation, *Marketing, *Preschool Children, *Television Commercials, Television Viewing

This report addresses the problems created by the large volume of current television advertising being directed to children, many of whom naively accept the messages and cannot perceive the selling purpose of television advertising or otherwise comprehend or evaluate it; and recommends that law-making proceedings begin to (1) ban all television advertising for any product which is directed to very young children, (2) ban advertising directed to older children for sugared products which pose serious dental health risks, and (3) require that advertisements directed to older children for other sugared products be balanced by nutritional and/or health disclosures funded by advertisers. Various sections of the report deal with the factual background of televised advertising to children, including children's exposure to television commercials concerned with sugared foods and commercial impact; legal implications of advertising to children in light of the Federal Trades Commission Act; the absense of jurisdictional or constitutional impediments to the regulation of advertising to children; and remedies available to cure the deceptiveness and unfairness of current advertising to children. (CMV)

ED 178 084 IR 007 832

Ellison, John W. And Others

Phonorecords: Storage and Care Self-Evaluation Form.

State Univ. of New York, Buffalo. School of Information and Library Studies.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-21p.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiovisual Aids, Bibliographies, *Cleaning, *Library Services, *Music, *Phonograph Records, *Storage

This self evaluation form, designed to aid librarians in the care and storage of phonograph records, was developed from an extensive literature search on the subject of storage and care of non-book materials. A checklist of items relevant to proper care and storage procedures includes such information as temperature, humidity, types of packaging, containers, shelving, and record cleaning. A bibliography on phonograph record care and a general bibliography on audiovisual usage, non-print media storage, and preservation are attached. (RAO)

ED 178 085 IR 007 834

Using Instructional Media Beyond Campus.
California State Postsecondary Education Commission, Sacramento.
Pub Date-79
Note-82p.; Several pages marginally legible
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Audiotape Recordings, *Continuous Learning, Correspondence Courses, Course Descriptions, *Credit Courses, *Educational Radio, *Educational Television, *Instructional Media, Newspapers, *Postsecondary Education
Identifiers-California

This study investigated the use of electronic instructional media, including educational television, radio, newspapers and instructional audiotapes, to deliver postsecondary instruction to adults in California in remote or nonacademic settings; the inquiry was confined to credit instruction sponsored by California colleges and universities and the geographic scope of such instruction. Instructional television fixed services, college courses by radio and newspapers, instructional audiotapes, broadcast television beyond the campus, and consortia for instructional television are discussed. Course listings for the various media are included. (RAO)

ED 178 086 IR 007 835

Stowe, Richard A.
A la Mode II.
Pub Date-21 Jan 79
Note-13p.; Paper presented at the Annual Conference of NYSECA (Albany, NY, September 1978)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Continuous Learning, Educational Technology, Essays, Independent Study, *Individualized Curriculum, *Individual Needs, *Learning Characteristics, *Open Education, Postsecondary Education, *Self Actualization

This paper describes two modes of educational decision-making: Mode I, in which the instructor makes such decisions as what to teach, to whom, when, in what order, at what pace, and at what complexity level; and Mode II, in which the learner makes the decisions. While Mode I comprises most of what is regarded as formal education, the learner in Mode II selects what he wishes to study, when, and in what order. He decides upon his own instructional strategies, sets his own pace, remediates himself through difficulties, selects his own ``optimum'' road to mastery, and sets his own criteria. This process enables him to acquire learning appropriate to his needs and purposes; structured and presented in a manner suited precisely to his own previous learning, cognitive style, and other aptitudes; and sufficient to achieve his particular objectives; all without delay and at modest cost. Although Mode II is not readily attainable, its elements are within reach, and it is expected that the future of both educational technology and higher education will rest increasingly with Mode II learning. (Author/RAO)

Everett, Richard J.

A Comparative Analysis of Student Learning in the Affective Domain from Color and Black and White Mediated Instruction and the Maturation Level of the Student.

Pub Date-Aug 78
Note-115p.; Master's Thesis, University of Calgary; Appendix B "Plates of slides from the study" was removed prior to filming because of poor reproducibility
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Affective Behavior, Attitudes, *Color Presentation, Educational Research, Elementary School Students, High School Students, *Intermode Differences, Maturation, *Slides, *Visual Perception
Identifiers-*Black And White Presentations, Canada

This study compares the effects of black and white and color mediated content on pupil's affective responses at different levels of maturation for 148 students in grades four, seven and 12 of the Calgary Public School System. Students in each treatment group were shown a set of 14 identical slides in either black and white or color and told to record their affective responses to each slide on a set of ten semantic differential scales which expressed affective feeling on the evaluation, potency, activity, and color dimensions. They were told to evaluate slides according to how strongly or weakly the affective content made them feel in relation to each set of scales. Findings revealed that students of an earlier level of maturation react at a more impulsive level of feeling than students at a later level. Treatment (black and white or color) has an effect on affective responses in the evaluation, potency, activity, and color dimension. The affective content of a slide affects the direction in which responses will be recorded, but the absence or addition of color affects the degree of appraisal. (Author)

ED 178 088 IR 007 838

McCombs, Barbara L. And Others

Computer-Managed Instruction: Development and Evaluation of Student Skill Modules to Reduce Training Time.

McDonnell Douglas Astronautics Co. - East, St. Louis, Mo.

Spons Agency-Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.-AFHRL-TR-79-20

Pub Date-Aug 79

Contract-MDA-903-77-0144

Note-140p.; For a related document, see IR 007 843

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (671-056/96)

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Computer Managed Instruction, *Curriculum Development, *Curriculum Evaluation, Educational Problems, Instructional Design, *Instructional Improvement, *Learning Modules, Military Training, *Study Skills

The Computer Managed Instruction (CMI) Student Skills Project was developed and evaluated within the context of the Air Force Advanced Instructional System (AIS), with student study skill modules designed as short packages to be assigned near the beginning of any military technical training course; strategies or procedures included were expected to continue to affect student behavior throughout the course. Following a series of student interviews to determine the characteristic problems students encounter in a CMI system, an Orientation to CMI/Time Management Lesson and a Study Skills Package were developed and implemented, including a self-rating study skills questionnaire and four modules focusing on reading comprehension, memorization, test taking, and concentration. An Instructor Orientation and Training Package was also developed to be used in conjunction with the study skills diagnostic and remedial materials, and to provide instructors with basic skills in their new role as learning facilitators. The overall results of the project indicated that it is not only feasible but beneficial in terms of training effectiveness, efficiency, and cost to train students in the basic study skills required to perform well in a CMI environment. This report is divided into an executive report section and a scientific data section. (Author/CMV)

Development of District Learning Resources Centers.
Texas Education Agency, Austin. Div. of Instructional Resources.
Pub Date-79
Note-33p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Personnel, Audiovisual Centers, Budgeting, Educational Facilities, Educational Programs, Elementary Secondary Education, *Instructional Materials Centers, Instructional Staff, Profile Evaluation, *Program Development, Records (Forms), *Resource Centers, *School Districts

These guidelines are intended for administrators, supervisors, and directors of district learning resource programs who are engaged in the development of comprehensive programs, including evaluation, funding, and staffing, for the provision of services at both the local campus and district levels. Functions and responsibilities, staff, facilities, and budget matters for district learning resource programs are discussed; and a staffing matrix outlines the number and qualifications of district level staff needed by districts of varying sizes. The functions, staff, and facilities relationships are illustrated in a table; and two report forms for soliciting the types of information usually collected at inventory time are included. The profile chart provided can be used to portray visually both the existing and desired status [illegible] the district. (CMV)

ED 178 090 IR 007 840

Facts about Maryland's School Library Media Programs. 1977-78.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date-79

Note-42p.; For related document, see ED 161 459 ; Several pages marginally legible

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Legislation, Elementary Secondary Education, Enrollment, *Instructional Materials Centers, *Instructional Media, *Library Collections, Library Expenditures, Personnel Data, *School Libraries

Identifiers-*Elementary Secondary Education Act, Maryland

This collection of statistical data on elementary and secondary school media programs is designed to assist local education agencies in examining their library media programs according to concepts contained in ``Criteria for Modern School Library Media Programs,'' and other publications of the Maryland Division of Library Development and Services. These tables are the result of the compilation of statistics from the school and system level Annual Library Media Center Reports, which are submitted by each local agency, and provide comparative data about staff and collections relating to the criteria as well as information about expenditures and materials purchased with Elementary and Secondary Education Act, Title II and Title IV B funds. (Author/CMV)

ED 178 091 IR 007 841

Ellison, John W. And Others

Films, Filmstrips, Filmloops, Transparencies and Slides: Storage and Care Self-Evaluation Form.

State Univ. of New York, Buffalo. School of Information and Library Studies.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-21p.

Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiovisual Aids, Bibliographies, *Films, *Filmstrips, *Library Services, *Slides, *Storage, Transparencies

This self-evaluation form or checklist is designed to assist librarians who work with active non-book collections of films, filmstrips, filmloops, transparencies, and slides in evaluating the quality of their storage and care practices. A rationale for having a storage and care program, and recommendations for storing and taking care of non-book material in an active collection are given. A bibliography on the care and storage of non-book materials is included, as well as miscellaneous, more general sources. (CMV)

ED 178 092 IR 007 842

Off-Air Taping for Educational Use. Hearings before the Subcommittee on Courts, Civil Liberties, and the Administration of Justice of the Committee on the Judiciary, House of Representatives, Ninety-Sixth Congress, First Session. Serial No. 6.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
Pub Date-2 Mar 79
Note-194p.; Not available in hard copy due to marginal legibility
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Personnel, *Broadcast Industry, *Commercial Television, *Copyrights, *Educational Needs, Federal Legislation, Film Production, Government Role, *Videotape Recordings

This transcript includes witness statements on off-air taping for educational use from 20 individuals presenting the viewpoints of copyright proprietors, public broadcasters, educators, performing artists, and the U.S. Register of Copyrights. Appendices include lists of hearing and conference invitees and negotiating committee members, as well as relevant legal materials and additional statements from 25 media producers, administrators, and educators. (CMV)

ED 178 093 IR 007 843

Dobrovolny, Jacqueline L. And Others

Orientation/Time Management Skill Training Lesson: Development and Evaluation. Final Report.

McDonnell Douglas Astronautics Co. - East, St. Louis, Mo.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-79-14
Pub Date-Jul 79
Contract-MDA-903-77-0144
Note-118p.; For a related document, see IR 007 838 ; Best copy available
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (671-056/95)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Autoinstructional Programs, *Computer Assisted Instruction, *Course Evaluation, *Curriculum Development, Instructional Design, Military Training, Study Habits, Study Skills, Summative Evaluation, *Time Factors (Learning)

A lesson was developed containing materials designed to assist students in their adaptation to the novelties of a computer assisted or managed instructional environment, providing students with appropriate role models for increasing acceptance of their increased responsibility for learning and introducing a progress tracking approach to assist students in achieving completion goals in a self-paced training environment. Formative evaluation data from small group and operational lesson implementation in the Air Force Advanced Instructional System (AIS) reveal a 9 to 18 percent reduction in course completion time, and suggest that substantial time savings can be obtained by a combination of this type of computer instruction orientation and time management skill training with a computer-based progress targeting and feedback system. Appendices include a copy of the lesson, student success guidelines, a course completion map, a material facilities time sheet, two lesson criterion test forms, and a glossary. (Author/CMV)

ED 178 094 IR 007 844

Korzenny, Felipe And Others

Styles of Parental Disciplinary Practices As a Mediator of Children's Learning from Antisocial Television Portrayals.

Pub Date- 77
Note-25p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aggression, *Anti Social Behavior, Bibliographies, Commercial Television, *Discipline, Mass Media, *Parent Child Relationship, *Parent Responsibility, *Television Research, Television Surveys

This study examines the effect of parental socialization forces on children's learning of antisocial behavior from television portrayals. The intervening variables are the patterns of parental disciplinary practices and general interaction with their children in their everyday life. Two types of parental styles were identified: induction, characterized by a loving attitude, based on reason, explanation, and pointing out the consequences of the child's actions on others, and sensitizing parental behaviors, those that focus on external consequences of social behaviors without providing the child with a cognitive frame of reference for internalizing moral guidelines. Three types of antisocial behaviors are studied: physical and verbal aggression and deceit. The relationship between watching these types of behavior on television and the child's own antisocial predispositions were studied for different combinations of parental styles. The results indicate that children of those parents who are highly inductive and who only occasionally resort to sensitizing techniques are the least affected by physical and verbal aggression on television. In the case of physical aggression, children whose parents are mostly sensitizing and seldom utilize inductive techniques tend to be the most affected. Although the differences among correlation coefficients were not statistically significant, the trends encountered rendered encouraging support to the theoretical expectations. Data tables and a list of references are attached. (Author/RAO)

ED 178 095 IR 007 845

Muiznieks, Viktors

MSEA The Department's Microcomputer. The Illinois Series on Educational Applications of Computer. Report No. 27.

Illinois Univ., Urbana. Dept. of Secondary Education.

Pub Date-Dec 78

Note-31p.; For related documents, see IR 007 782, IR 007 796, and ED 142 199

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Computer Programs, *Computers, *Equipment Utilization, Higher Education

Identifiers-*Microcomputers

This report provides a technical description and operating guidelines for the IMSAI 8080 microcomputer in the Department of Secondary Education at the University of Illinois. An overview of the microcomputer highlights the register array, address logic, arithmetic and logical unit, instruction register and control section, and the data bus buffer. The timing control, data bus, and interrupt control of the 8080 CPU are described, exercises to familiarize users are provided, and assembly language is discussed. (Author/RAO)

ED 178 096 IR 007 847

Wallisch, Bill

Using Television Technology to Teach Technical Writing.

Pub Date-May 79

Note-16p.; Paper presented at the International Technical Communication Conference (26th, Los Angeles, California, May 1979); For a related document, see IR 007 848

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Programs, *Educational Television, Engineers, English Instruction, Higher Education, Interdisciplinary Approach, Programing (Broadcast), Relevance (Education), *Student Developed Materials, *Teaching Methods, *Technical Writing, *Undergraduate Study, *Videotape Recordings

Identifiers-Air Force Academy CO

Technical writing teachers at the U.S. Air Force Academy enhance student motivation by bringing real Air Force writing situations into the classroom through short videotapes which allow students to see how scientists and engineers cope with report writing in their daily work. Also, a special English honors course, which is part of the ``Blue Tube'' program, teaches technical writing within a special television production context. (Author/CMV)

ED 178 097 IR 007 848

Wallisch, Bill Taylor, Bob

The Blue Tube.

Pub Date-May 79

Note-9p.; For a related document, see IR 007 847 ; Paper presented at the International Technical Communication Conference (26th, Los Angeles, California, May, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), Educational Programs, *English Instruction, Higher Education, Interdisciplinary Approach, *Management Education, Marketing, Programing (Broadcast), Scripts, *Student Developed Materials, *Television, Television Commercials, *Undergraduate Study, Writing Skills

Identifiers-Air Force Academy CO

The Blue Tube'' is a 2-part academic package developed at the U.S. Air Force Academy consisting of an English course in communication and writing skills and a management course in advertising and marketing; the two courses are interrelated through student assignments in television production. The first part of the package includes training of English students in television production, followed by instruction in writing and scripting. In the other part, management students apply marketing and advertising concepts to produce and evaluate television commercial messages. The Blue Tube has made a vital contribution by increasing student interest and success in communication and management instruction at the academy. (CMV)

ED 178 098 IR 007 849

McNamara, James E.

Competency Based Assessment: An Update.

Pub Date- 78

Note-26p.; For a related document, see ED 149 740

Pub Type- Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Assessment, Educational Trends, *Evaluation Methods, Higher Education, Information Science, *Library Education, *Media Specialists, Medical Education, *Performance Based Education, Social Sciences

This literature review outlines the assessment activities for competency based education (CBE) in five different disciplines in higher education, and discusses two approaches to assessment in programs leading to degrees in library science and media. Assessment efforts in CBE programs relating to library science and media are emphasized in order to tie the findings of this review to the research efforts of Daniel and Ely (1978), which are directed toward filling the assessment gap within CBE programs for school media personnel. Two matrices for guiding evaluation strategy and test construction are described which may help overcome problems facing CBE assessment. Innovators are warned that the impact of CBE programs will be diminished if they fail to deal with problems of CBE assessment. (Author/CMV)

ED 178 099 IR 007 881

1978 State Abstracts with an Analysis across the States: The State Dissemination Grants Program. Building Capacity for Improvement of Educational Practice.

NTS Research Corp., Durham, N.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Contract-400-76-0166
Note-147p.; Some tables may not reproduce; For related documents, see IR 007 751-752, ED 161 444 and ED 169 883
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Abstracts, Change Strategies, Educational Needs, Educational Practice, Educational Resources, *Information Dissemination, Information Networks, Information Services, *Regional Characteristics, *State Departments of Education, *State Programs
Identifiers-*State Dissemination Grants Program

This report describes NIE's Dissemination Grants Program, documents dissemination activities in 29 state education agencies as of November 1978, and highlights similarities and differences among states participating in the program. It is primarily descriptive rather than evaluative, and reveals that while each state is committed to building dissemination capacity, variation is evident in the ways in which each state proceeds. Section I describes the program and the NTS Research Corporation Study of it, and notes similarities and differences among participating projects, including tables and narratives which illustrate program components and provide a backdrop for a more detailed examination of individual state activities. Summaries of the distinguishing features of the individual projects comprise Section II, while Section III offers a glossary of abbreviations, acronyms, and terms referenced in the report. Individual project abstracts are given for 28 states and one U.S. territory: Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Massachusetts, Michigan, Minnesota, Montana, Nebraska, New Hampshire, New Jersey, New York, Oklahoma, Oregon, Rhode Island, South Carolina, Texas, Utah, the Virgin Islands, and Wisconsin. (FM)

ED 178 100 IR 007 887

MacLeod, Murdo J. Barkowski, Casimir

Report on the Study of Library Use at Pitt by Professor Allen Kent, et al. (A Pittsburgh Reply).

Pittsburgh Univ., Pa.
Pub Date-Jul 79
Note-51p.; For a related document, see IR 007 997
Pub Type- Information Analyses (070) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Libraries, Books, *Library Acquisition, Library Collections, Periodicals, Reliability, Statistical Analysis, *Summative Evaluation, *Use Studies, *Validity
Identifiers-Hillman Systems Libraries

This report from the Senate Library Committee at the University of Pittsburgh evaluates a widely publicized study of monograph and periodical use conducted at Pitt by Professor Allen Kent and his associates from 1975-1977. Areas of the study which are examined include structure in text and footnotes, and experimental design, execution, and manipulation of data, in terms of holdings, use, and costs. In particular, the use of sampling,'' accuracy of official figures,'' comparative method, and cost benefit model of the study are questioned. The Kent study had produced conclusions the committee considers invalid: that Pittsburgh libraries are spending too much money on books and periodicals which are seldom or never used. Findings of the Kent study represent impetus for a change in acquisitions policy, but the committee strongly discourages acceptance of these recommendations because it feels that the study is improperly presented and contains some inaccuracies. (Author/SW)

ED 178 101 IR 007 891

Caruso, Elaine

TRAINER: Computer Assisted Learning and Practice for Users of DIALOG/ORBIT. Final Report.

Pittsburgh Univ., Pa.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Aug 79
Grant-DSI-77-26525
Note-201p.; For related documents, see IR 007 892-893 ; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Autoinstructional Programs, Bibliographic Citations, Computer Assisted Instruction, *Evaluation, Information Dissemination, *Information Retrieval, *On Line Systems, Program Development, Programed Instruction, Programed Texts, Public Relations, Search Strategies, *Use Studies

Trainee development, TRAINER programs, and dissemination strategies are treated in this summary of the TRAINER computer assisted learning program for scientists and other professionals who wish to do literature searches using online services. A discussion of TRAINER's rationale, design, constraints, and differing institutional implementations gives an overview of the program. Statistical tables summarize online use of the TRAINER tutorials from February through May 1979. Four individual histories are then reviewed in detail, in terms of capabilities demonstrated and strategies used to retrieve target documents. The second part of the report discusses programming languages used to develop tutorial models, emulator design, and structure of the TRAINER database. Reviewed in the third part are dissemination efforts made in two areas: to create public awareness through library and information science professionals, and to encourage use of TRAINER by institutions so that more individuals could use the training modules. Awareness was maximized through newsletters, journal articles, and conference papers, which are listed, along with project personnel. (SW)

ED 178 102 IR 007 892

Caruso, Elaine

TRAINER Manual for Use with TRAINER: Computer Assisted Learning and Practice Modules. A Textual Representation, Section A: Dialog and Section B: ORBIT.

Pittsburgh Univ., Pa.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Feb 79
Grant-DSI-76-09538; Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Autoinstructional Programs, Bibliographic Citations, Computer Assisted Instruction, *Information Networks, *Information Retrieval, Information Seeking, Learning Modules, *On Line Systems, *Programed Instruction, *Search Strategies

This self-instruction guide for online searching using DIALOG or ORBIT search systems, developed at the University of Pittsburgh, is designed to allow users of scientific and technical information to access databases without an intermediary. The guide is segmented into three parts: the basic TRAINER manual and separate textual representations of DIALOG and ORBIT. The preface to the first part discusses trainee goals and search strategies. Seven practice modules follow: (1) log in procedure at University of Pittsburgh, (2) using direct dial, TYMNET, and TELENET communications networks, (3) basic search commands for DIALOG and ORBIT, (4) database file characteristics, (5) negotiating search terms, (6) using Boolean operators and (7) processing output of search results. Sections on trouble shooting, useful training documents, training files, levels of user proficiency, and exercises are appended to the TRAINER manual. The seven practice modules are expanded in the next packets through examples of emulations for DIALOG and ORBIT to allow the user to practice search skills and develop facility in their use. (SW)

ED 178 103 IR 007 893

Caruso, Elaine
Online Training for Searching Online.
Pub Date-Dec 78
Note-14p.; Paper presented at the International Online Information Meeting (2nd, London, December 5-7, 1978); For related documents, see IR 007 891-892
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Autoinstructional Programs, Bibliographic Citations, *Computer Assisted Instruction, Data Bases, *Information Retrieval, *On Line Systems, *Program Development, Questioning Techniques, *Search Strategies, Use Studies

This paper focuses on the casual user's needs and problems in learning to search online retrieval systems. Such users are inclined to infrequent use, and are unlikely to have much interest or knowledge about the complexities of the system. The TRAINER program is designed to teach these users to search online, so that they may access information files without the aid of an intermediary. Three user problems are earmarked: (1) inability to perceive characteristics of different data files, (2) decisions regulating structure and coordination of document file indexes, and (3) search language attributes. To develop the TRAINER program, the online search process and decision-making complexity were analyzed from the user's perspective. Two kinds of programs comprise the TRAINER system: computer assisted learning modules, and practice modules (system emulators). Users seem to prefer exercises prepared for use with the system emulators for refinement of search skills. (SW)

ED 178 104 IR 007 897

Ragan, Tillman J. Huckabay, Keith

Development and Implementation of a Visual Communications Course in a University Setting.

Pub Date-11 Nov 78

Note-17p.; Paper presented at the Annual Meeting of the International Visual Literacy Association (Rochester, NY, November 11, 1978)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiovisual Instruction, *Communication Skills, Course Content, General Education, Graphic Arts, Higher Education, Nonverbal Communication, *Visual Learning, *Visual Literacy

This paper documents and describes a new course in visual communications developed at the University of Oklahoma to serve a general college undergraduate audience. The course content which is summarized in three areas graphics and media techniques, visual/verbal message design and delivery, and pure visual'' message design and delivery is intended to open-up or reawaken students' visual awareness and visual thinking processes. Appendices include a course outline, an evaluation instrument for the course, and a handout on a simplified drawing technique. (RAO)

ED 178 105 JC 790 304

Ten Year Comparison of Enrollment. Institutional Research Report No. 78/79-1. Sex Analysis of Fall 1978 Students as Compared to 1973, 1974, 1975, and 1977. Institutional Research Report No. 78/79-4.

Mississippi Gulf Coast Junior Coll., Perkinston.

Pub Date-7 Dec 78

Note-16p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Majors, Community Colleges, Demography, *Enrollment, *Enrollment Trends, *Females, Full Time Students, *Junior Colleges, Junior College Students, *Males, Multicampus Colleges, Part Time Students, Place of Residence, Regional Characteristics, Technical Education, Trend Analysis, Vocational Education, Womens Education

In response to a legislative request, Mississippi Gulf Coast Junior College gathered and analyzed opening fall enrollment figures for 1968 through 1978, three-year average percentages of enrollment by county of residence and by campus attended, and end-of-year headcounts from the 1968-69 academic year to the end of 1978-79. Fall enrollment figures showed a total student increase of 156%, a full-time student increase of 93.9%, and a fluctuation in vocational enrollment compared to steady growth (in percentage and number of students) in academic and technical areas. End-of-year counts increased for academic, technical, regular, and non-credit areas, but showed declining trends in manpower, InPlant, apprenticeship, and high school vocational enrollments. Additionally, enrollments were analyzed to determine the percentage of females in the populations of the college's service area counties and the sexual composition of Fall 1978 full- and part-time enrollments at each of the college's campuses. The study revealed that females made up 48.5% of total enrollment, compared to 48.7% of the area population, and that while the number and percentages of female students had steadily increased, the rate of success in matching female enrollment with population percentages varied between counties and program areas. (JP)

ED 178 106 JC 790 367

Bakshis, Robert
An Assessment of Triton College Student Retention: Fall 1978 Spring 1979. Vol. XIV, Number 20.
Triton Coll., River Grove, Ill.
Pub Date-May 79
Note-73p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Aspiration, Community Colleges, Dropout Problems, Dropouts, Employment Patterns, Females, Junior Colleges, *Junior College Students, Males, Occupational Choice, *Participant Satisfaction, *Persistence, Relevance (Education), *School Holding Power, School Surveys, *Student Characteristics

A survey of two random samples of 500 students drawn from lists of returning and non-returning students at Triton College was conducted to study student retention between Fall 1978 and Spring 1979. Data, gathered from 248 returning and 159 non-returning respondents, were analyzed in terms of: (1) student educational intent, (2) reasons for termination, (3) employment characteristics, and (4) other considerations, including number of credit hours completed, relationship between average. Results indicated that non-returning students had different educational objectives and requirements than returning students and were less satisfied that their individual goals had been met. Reasons for not returning included, among men, conflicting job hours'' and, among women, completed needed courses'' and other personal/family reasons.'' Non-returning students gave high ratings to instructional quality, yet gave neutral'' ratings to counseling, course advisement, tutoring, and veterans' services. Of the non-returning students, 75% were employed full-time, compared to only 46% of returning students. Miscellaneous findings indicated that returning students tended to complete more courses and expect more indirect benefits from their college experience than non-returning students. (JP)

ED 178 107 JC 790 445

Hochman, Irvin

Final Report of Survey of Occupational Interests of Bergen County Students and Their Parents and Perceptions of School Supertintendents Regarding Their Career Development and Vocational Programs and Services, 1977-78.

Bergen Community Coll., Paramus, N.J.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date- 78

Note-156p.; Numerous tables have been deleted due to irreproducibility; Others may not reproduce well due to small size of type

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Academic Aspiration, *Career Awareness, Community Surveys, County School Systems, Educational Interest, Employment Projections, *High School Students, *Junior High School Students, *Occupational Aspiration, Occupational Choice, *Parent Attitudes, *School Superintendents, Secondary Education, *Student Attitudes, Vocational Maturity

Identifiers-*Student Objectives

A survey project was conducted from July 1977 through June 1978 to: (1) determine the occupational interests and academic plans of seventh, eighth, tenth, and eleventh grade Bergen County public and Catholic school students and their parents; (2) determine the perception of Bergen County public school superintendents regarding the status, priorities, and needs of their local career development and vocational/technical programs; and (3) correlate survey results with state and federal statistics and projections on the 87 vocational areas contained in the survey questionnaires. The study report first presents a description of the project objectives and a discussion of the literature on career development and vocational choice used in the development of the survey instruments. This is followed by a description of the survey instruments, target population and samples, sampling methods and sizes, and data analysis and estimation procedures. The report then presents findings and interpretations for each of the questions on the questionnaires and concludes with a discussion of the difficulties encountered in correlating government vocational information with the survey results and a list of the 30 most popular vocational programs chosen by the students and their parents. The appendix includes 25 data tables and sample survey instruments. (JP)

ED 178 108 JC 790 451

Increasing the Rate and Retention of Community College Transfers from Underrepresented Groups: A Report to the California Legislature.

California Community Colleges, Sacramento.; California State Univ. and Colleges, Los Angeles. Office of the Chancellor.; California Univ., Berkeley. Board of Regents.

Pub Date-Apr 79

Note-38p.

Pub Type- Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Cooperation, Community Colleges, Enrollment Rate, *Females, Financial Needs, *Handicapped Students, Junior Colleges, *Minority Groups, Outreach Programs, Postsecondary Education, *School Holding Power, Selective Admission, Special Services, State Colleges, State Universities, Statewide Planning, Student Mobility, Student Needs, *Transfer Students, Womens Education

Identifiers-*California

The development is described of a master plan to increase the rate of enrollment and retention of minority, women, and handicapped student transfers from the California Community Colleges (CCC) to the University of California (UC) and the California State Universities and Colleges (CSUC). The report first cites the larger proportion of minority students within the CCC than within the UC or the CSUC, the increase in the percentage of undergraduate women at the UC and the CSUC, and the continuing efforts of all three educational segments to meet the needs

of handicapped students. The non-traditional age and employment characteristics of CCC and CSUC students are then discussed, along with the need to create special outreach and support services for underrepresented students. In addition, the increased funding, institutional commitment, and intersegmental cooperation that such services require are considered. Next, a CCC proposal is examined for the improved identification of underrepresented community college students who, knowingly or unknowingly, are enrolled in a transfer sequence. The remainder of the report defines and discusses outreach, admissions, financial aid, and support services program areas as they relate to underrepresented student transfers. Existing institutional and joint efforts, joint definitions of problems, and proposed solutions are also outlined. (JP)

ED 178 109 JC 790 469

Instructor Handbook: Evaluate, Assess, Plan, Implement.
Community Coll. of Vermont, Montpelier.
Pub Date-Dec 78
Note-51p.; Pocket pages referred to in the document are not included
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Students, Community Colleges, Course Objectives, *Effective Teaching, *Faculty College Relationship, *Junior Colleges, Learning Characteristics, *Noncampus Colleges, *Performance Based Education, Resource Materials, Student Evaluation, Teacher Improvement, Teacher Responsibility, Teaching Conditions, *Teaching Guides, Teaching Models

The objectives of this handbook, prepared by and for instructors at the Community College of Vermont (CCV), are to assist in course planning, in keeping courses lively and pertinent throughout the term, and in evaluating student learning. The first section provides background information on the college, its history, its educational philosophy, its distinctive features, its competence-based approach to instruction, its largely adult, part-time student population, and what CCV requires of its faculty. The second section seeks to help the instructors ``get started'' by answering the following questions: What should I be thinking about as I prepare for my course? What resources are available to the students and to me? How can I incorporate learning skills and degree competencies into my course and teach the subject area? What aids are available in helping me organize potential objectives? What should my objectives be? The third section provides suggestions more closely related to teaching the course; these fall in the areas of creating a good learning environment, approaching homework with adult students, fostering student involvement, lecturing effectively, utilizing guest speakers and audio-visual aids, sensing instructional effectiveness, and dealing with difficult students. The final section discusses and makes recommendations concerning narrative student evaluations. (AYC)

ED 178 110 JC 790 481

Martorana, S. V. Smutz, Wayne D.

State Legislation Affecting Community and Junior Colleges, 1978. Report No. 33.

National Council of State Directors of Community-Junior Colleges.; Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date-Jul 79

Note 112p.; Tables 2 and 3 have been deleted due to irreproducibility. Appendices may not reproduce well due to small size of type

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Community Colleges, *Educational Administration, *Educational Finance, *Educational Legislation, Governance, Government Role, *Junior Colleges, *National Surveys, Postsecondary Education, State Action, State Aid, *State Legislation, Trend Analysis

Fourth in a series, this report provides a descriptive and analytical review of legislation affecting community and junior colleges which has been introduced or enacted during 1978. It includes factual information on the bills as reported by the states as well as an interpretative evaluation and synthesis of major developments. Legislation is reviewed according to seven major interest areas: finance, administration, physical facilities, institutional growth, personnel, students, and academic programs. According to the report, the two areas of finance and administration have received the most attention in 1978. A total of 205 bills dealing with financial matters were reported in 1978 compared to 184 such bills in 1977. The legislation report in 1978 seems to indicate a slowdown in the trend toward state control; there were only half as many state level coordination proposals in 1978 as in 1977. Also reported are the results of a related survey designed to determine the opinions of State Directors of Community and Junior Colleges concerning the appropriate federal role in their institutions. Appendices present abstracts of all reported legislation organized by state, and also index the legislation abstracts according to each major category. The federal interest questionnaire and related documents are also appended. (DR)

ED 178 111 JC 790 485

Donsky, Aaron And Others

The Non Returning Student Follow Up: Who Are They? Where Have They Gone? A Special Study.

Lakeland Community Coll., Mentor, Ohio.
Pub Date-Apr 79
Note-24p.; Not available in paper copies due to the marginal reproducibility of the orginal document. Pages 17-21 were deleted due to irreproducibility
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Aspiration, Age, Community Colleges, *Dropout Characteristics, *Dropout Research, Educational Background, *Enrollment Influences, Females, Junior Colleges, *Junior College Students, Males, Marital Status, *Participant Satisfaction, Part Time Students, Scheduling

An investigation of the characteristics of the 2,969 students who attended Lakeland Community College (LCC) in Fall 1978 but did not return in Winter 1979 revealed that, compared to the average Fall 1978 student, the typical non-returning student was more likely to be a married woman in her early 30's, with little previous college experience and no definite career goals, taking part-time, evening courses in personal/employment programs. A survey, that was sent to approximately half of the non-returning students to determine their current activities, yielded a 25% response rate. Survey responses indicated that: (1) 83.4% of the non-returning students had not enrolled in another educational program after leaving LCC; (2) convenience of scheduling was a major factor in their decision not to return to LCC; (3) change to a five-week winter session was not expected to increase student retention; (4) 63.9% of the respondents rated their college experience as excellent or good; (5) 87.3% had learned of LCC's course offerings through class schedules received in the mail; and (6) instruction, scheduling, and the weather were identified as areas where improvements might affect return-enrollment rates. Survey results are presented in several tables, and a cross tabulation analysis, recommendations, and the questionnaire are included in the study report. (JP)

ED 178 112 JC 790 495

Mitchell, Grace N.

The New Majority: The Educational Needs of Present and Future Women Students of the California Community Colleges.

California Community and Junior Coll. Association, Sacramento.
Pub Date-26 Apr 79
Note-22p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Educational Needs, Employment Patterns, Enrollment Trends, *Females, Hearings, *Junior Colleges, Sex Discrimination, Sex Fairness, Statewide Planning, *Student Needs, *Student Personnel Services, *Womens Education
Identifiers-*California, Reentry Women

In March, 1979, the Commission on Women of the California Community and Junior College Association held two hearings to determine the needs of present and potential women students in the California community colleges. Of the more than 125 individuals in attendance, 48 presented approximately ten hours of testimony. Throughout the hearings there was a clear call for such special services as child care; adequate financial aids; instructional offerings which develop marketable and academic skills as needed, and strong support services including career counseling, emotional support groups, resource information and referral, transitional programs, and assistance in job placement. Problems of sex bias and stereotyping were shown to prevent women from entering training programs for male-dominated and better paying jobs. The Commission strongly recommended that the colleges provide services to meet the expressed needs of this group that in 1978 accounted for 53.1% of the total community college enrollment. Numerous facts about women also emerged from the hearings, including information about increasing numbers of families headed by women, average earnings of females as opposed to males, the increasing proportion of women in the work force, and their lack of educational and job skills. Additionally, the characteristics of and needs specific to re-entry women students and young adult women were determined. (AYC)

ED 178 113 JC 790 513

Albert, Louis S. Watson, Rollin J.

Mainstreaming'' the Part-Time Faculty: Issue or Imperative?

Pub Date- 78

Note-14p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Policy, *Administrative Problems, College Faculty, Community Colleges, Effective Teaching, Full Time Faculty, *Junior Colleges, *Legal Problems, *Part Time Teachers, Part Time Teaching, *Personnel Policy, *Teacher Administrator Relationship, Teacher Associations

Controversy over the widespread use of part-time faculty, as well as related legal and administrative problems, calls for a mainstreaming of part-time faculty into the academic process of an institution. Faculty unions claim increased utilization of part-time instructors undermines full-time faculty benefits and exploits part-time teachers. Administrators cite budgetary advantages and the flexibility provided by part-time help. They must also deal, however, with the legal problems of tenure and contractual rights and obligations between an institution and its part-time faculty. Colleges should redefine part-time faculty policies and subscribe to a fairness doctrine'' for hiring which eliminates past abuses, provides for due process in case of termination, and explains tenure policy. Administrators can then concentrate on the effective utilization of part-time instructors in improving service to students and increasing student retention. This can be achieved through a mainstreaming plan developed at Essex Community College which (1) obtains data on part-time instructors, (2) seeks the involvement of faculty and staff, (3) provides orientation and follow-up for part-time faculty, (4) creates interaction between full-time and part-time teachers, and (5) provides on-going support for part-time faculty. (JP)

ED 178 114 JC 790 522

Burkhead, E. Jane And Others
The Severely Handicapped Person: Approaches to Career Development. Working Paper No. 2.
Missouri Univ., Columbia.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Grant-OEG-00-78-1844
Note-35p.
Available from-LCD Project, 16 Hill Hall, University of Missouri, Columbia, MO 65211 ($2.00)
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Architectural Barriers, Community Education, Daily Living Skills, Definitions, Discriminatory Attitudes (Social), Environmental Influences, Failure Factors, Interpersonal Competence, Job Skills, Junior Colleges, *Labeling (of Persons), *Negative Attitudes, Psychological Patterns, Self Esteem, *Severely Handicapped, Stereotypes

Current research is cited in this exploration of the impact of environmental, attitudinal, and social-psychological factors on the career development potential of individuals with handicaps severely limiting to daily functioning. First, the words disability'' and handicap'' are defined, demonstrating that an individual may be handicapped by environmental factors, such as architectural barriers, or by social-psychological factors, such as stereotyping and the resultant lack of self-esteem, as well as by a physical or mental disability. The report then discusses the use of labels, the concept of spread'' (the misperception that the total person is impaired by a disability), and the psychological difficulties encountered by disabled persons confronting new situations in the face of public misunderstanding. It is noted that these factors reinforce negative attitudes, restrict disabled persons to minority-type sub-groups, and create a pattern of succumbing to, rather than coping with, disabilities. The next section discusses the failure of current training programs to provide instruction in all career development competencies, i.e., daily living and personal-social sskills, as well as occupational skills. Job stereotyping and the resultant elimination of self and career exploration are also discussed. The paper concludes with recommendations for an integrated program of career development to involve the entire community and instruction in all competencies. (JP)

ED 178 115 JC 790 525

Eppley, George

Preparing Administrators and Faculty of Cuyahoga Community College for a More Active Role in Implementing the Comprehensive Employment and Training Act (CETA).

Cuyahoga Community Coll., Cleveland, Ohio.
Pub Date-17 Mar 78
Note-40p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, Consortia, Disadvantaged Groups, Economically Disadvantaged, Educational Needs, *Employment Programs, *Federal Legislation, Job Training, *Junior Colleges, Manpower Development, *Needs Assessment, Program Administration, Program Coordination, Resource Allocations, School Involvement, Work Experience Programs
Identifiers-*Comprehensive Employment and Training Act

This five-part report discusses the Comprehensive Employment and Training Act of 1973 (CETA), explains how it operates locally through the Cleveland Area Western Reserve Manpower Consortium (CAWRMC), and specifies ways in which Cuyahoga Community College (CCC) can play a greater role in the CETA system. Part I describes existing federal manpower legislation, including each of the eight CETA titles, the Work Incentive Program, the Economic Stimulus Bill of 1977, the Humphrey-Hawkins Full Employment Bill, and the Better Jobs and Income Program. Part II lists the manpower, employment development, supportive, and miscellaneous services which CETA provides. Part III: (1) outlines the administrative structure of CAWRMC; (2) discusses the problem of identifying the universe of need within CCC's service area, and those priority groups within this universe who are to receive CETA benefits; (3) presents the formula allocation for CETA funding at national and local levels; (4) lists the CAWRMC sub-contracting agents; (5) discusses the CETA client intake process; and (6) explains the process by which sub-contractors procure CETA funds. Part IV analyzes the strengths and weakness of CETA and CAWRMC, and Part V lists specific ways in which CCC can have a greater role in the CETA system. (JP)

ED 178 116 JC 790 537

Lopez, Faith

Performance Improvement Plan (PIP): A Conceptual Model for Instructional Improvement at Chemeketa Community College.

Chemeketa Community Coll., Salem, Oreg.
Pub Date-Jul 79
Note-46p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Budgeting, Class Size, College Planning, Community Colleges, *Cost Effectiveness, Educational Needs, Educational Quality, Evaluation Criteria, Facility Planning, Flexible Scheduling, Institutional Research, *Instructional Improvement, *Junior Colleges, *Long Range Planning, Models, *Needs Assessment, Program Evaluation, School Community Relationship, Student Needs

This report summarizes the three-part Performance Improvement Plan (PIP) conducted by the Instructional Division of Chemeketa Community College from August, 1977 to June, 1979. Results of the first stage, a needs assessment completed in 1978, are summarized in terms of limitations and additional information needed, alternative strategies, and target outcomes for each of five areas: (1) student access to courses, (2) scheduling and class size, (3) facilities, (4) instructional quality, and (5) data and methodology used. Twelve committee progress reports are then presented to summarize the second PIP state the implementation of twelve goals set by the college for the Division. The objectives, accomplishments, goals, evaluations, and recommendations of each committee are graphically and textually presented. The report then outlines the third stage, i.e., integration of the PIP findings with the short- and long-range budgetary planning of the college as a whole. This stage includes cost effectiveness/benefits analysis based on PIP findings for the college's educational objectives, institutional goals, educational effectiveness, and educational efficiency; the integration of PIP data into the college's long-range planning cycle; and the correlation of PIP findings on program analysis and employee development with similar information gathered from other departments. (JP)

Johnson, Brent M.

Strengthening Humanities in Community Colleges Through the Development of Support at County, State, and National Levels.

Pub Date-Sep 79
Note-7p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Strategies, College Faculty, Community Colleges, Curriculum Development, *Educational Trends, Financial Problems, Futures (of Society), Humanities, *Humanities Instruction, *Junior Colleges, *Liberal Arts, *Relevance (Education), Retrenchment, *Teacher Role, Vocational Education

Recent trends towards viewing education only in terms of immediate and measurable results and current conditions that are increasing expenditures and lessening income have resulted in a decreased demand for humanities instruction at community colleges. Despite these trends, humanities courses must be blended with vocational curricula, not to provide learning for learning's sake, but to assure that education contributes to the quality of life. Because of their broad missions, low tuition rates, and high success rates, community colleges may fare better in the financial squeeze of the 1980's than four-year colleges. However, the decrease in recent high school graduate enrollments and the need to increase the skill level of the labor force make humanities more vulnerable in hard financial times. The 1980's will probably see a 20% decrease in community college humanities faculty, a greater emphasis on technical training, and an increased demand for thinking and writing skills. In response to these expectations, humanities professors should develop non-credit courses of interest to older people and credit courses flexible enough to interest vocational students. The demand for writing and thinking skills should be met by courses that integrate philosophy and logic. (JP)

ED 178 118 JC 790 553

Reid, Barbara A.

Implementing the Learning Process for Changing Student Population.

Pub Date-Mar 78
Note-14p.; Paper presented at the League for Innovation in the Community College Conference, ``Focus on Learning'' (Newport Beach, CA, March 6-8, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Access to Education, Architectural Barriers, Community Colleges, Federal Regulation, Financial Support, *Handicapped Students, *Junior Colleges, Learning Disabilities, *Legal Responsibility, *Mainstreaming, Mobility Aids, Physically Handicapped, *Special Education, State Legislation, Student Transportation, Visually Handicapped

Current attention to the inclusion of handicapped persons, both the physically impaired and the adult learning disabled, into the total college structure provides an overdue focus on the services necessary to allow equal participation in the college experience. Although this participation, mandated by law, is expensive, it is in keeping with the stated mission of the community college and is made less costly by the government monies that enrollment of handicapped students brings. Handicapped students must be able to get to campus, move about on campus, enroll and participate in special and regular classes, and derive career and/or life enrichment advantages from the educational program. To this end, colleges can, among other things, provide transportation; eliminate physical barriers; use work-study funds to hire note-takers, guides for the blind, etc.; remove faculty and student attitudinal barriers; and design special courses that circumvent a person's disabilities. To deal effectively with the issues of disabled students in post-secondary systems, colleges need to have a copy of federal and state regulations concerning the handicapped on hand, and a list of resource people within or outside of their service area. Specific actions of De Anza College are considered in this discussion and suggestions for integrating handicapped students into all college functions are presented. (JP)

Eisenberg, Diane U.
Community Forums: A Boost for the Humanities.
American Association of Community and Junior Colleges, Washington, D.C.
Pub Date-Nov 79
Note-13p.; Background material for the National Assembly on ``The State of the Humanities in Community Colleges'' (November, 1979)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Citizen Participation, Community Colleges, Cooperative Planning, *Discussion Programs, Educational Radio, Educational Television, *Humanities Instruction, Interinstitutional Cooperation, *Junior Colleges, Library Cooperation, Models, Newspapers, *Outreach Programs, Public Affairs Education, *School Community Programs, Teacher Role
Identifiers-*Community Forums Concept, *Newspaper Courses

Interest in the humanities is being revitalized at community and junior colleges through community forums and town meetings. The idea of melding the community forum with the humanities was at the heart of a national humanities demonstration program, in which 11 community colleges participated by developing model community forum programs based upon articles and supplementary materials prepared by distinguished humanists for Courses by Newspaper (CbN). The CbN series of 15 articles serves as a basis for courses at two- and four-year colleges. The community forum demonstration programs added a new dimension to CbN by using lectures, panels, debates, dramatizations, films, or radio broadcasts to provide an informational introduction to open discussion periods. Members of humanities faculties were involved in all aspects of the program, serving on advisory committees and as resource persons, key speakers, panelists, moderators, discussion leaders, and authors. Following the demonstration program, the participating colleges shared their experiences in a series of eight two-day community forum workshops. Many workshop participants are currently preparing a new community forum program entitled ``Energy and the Way We Live'' for 1980. The energy forum, like many of its predecessors, will be complemented by a variety of media programs and related community events. (AYC)

ED 178 120 JC 790 560

Moten, Charlyne H.

Persistence of Indochinese Refugee Students Enrolled in Developmental Studies.

Pub Date-Apr 78
Note-25p.; Ed. D. Practicum, Nova University
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Academic Failure, *Acculturation, Community Colleges, Cultural Exchange, Culturally Disadvantaged, Developmental Reading, Developmental Vocabulary, Disadvantaged Groups, *English (Second Language), *Indochinese, Junior Colleges, *Junior College Students, Non English Speaking, Refugees, Remedial Instruction, *Remedial Mathematics, Withdrawal

After the 1975 political upheaval in Indochina, many Indochinese efugees settled in the Harrisburg, Pennsylvania, area. A number of them enrolled in Harrisburg Area Community College between January, 1976, and December, 1977, primarily in developmental courses because of their lack of formal training in English. A study was conducted to determine: (1) the Indochinese refugee student population during this period, (2) the developmental courses in which they were enrolled, (3) the number who successfully completed each course in the first attempt, (4) the number who failed, (5) the number who successfully repeated each course, and (6) the number who withdrew from each course. During the study period, 138 Indochinese students were enrolled in one or more developmental courses which included English as a Second Language, English Essentials, Developmental Reading, and Essentials of Mathematics. The data revealed that though slightly more than half of the students successfully completed the developmental English courses in their first attempt, 80% successfully completed developmental mathematics the first time. The study recommends assessing the needs of these students and increasing their exchange of culture with the other college students. A literature review, bibliography, and a composition by a refugee student are included. (DD)

ED 178 121 JC 790 571

Basic Skills Study Report. Agenda Item 4.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-26 Oct 79
Note-82p.; Prepared for the Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, October 26, 1979)
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Basic Skills, College Role, Community Colleges, *Compensatory Education, *Curriculum Development, Curriculum Evaluation, Educational Responsibility, *Junior Colleges, Listening Skills, Mathematics, Mathematics Education, Minimum Competency Testing, Reading Skills, School Responsibility, Skill Development, Speech Skills, State Surveys, Statewide Planning, Writing Skills
Identifiers-*California

A discussion of the nature and scope of basic skills training introduces a series of recommendations for the improved effectiveness of this training based on a survey of California community colleges. The first sections of this report discuss issues of community college responsibility for basic skills training, its priority as an institutional goal, credit, staff development, program evaluation, and requirements for demonstration of basic skills competency. The next four sections focus on computation, speech and listening, reading, and writing skills. Each section provides an introduction and philosophical rationale, survey results, observations and recommendations, and a list of references. Recommendations were developed in areas of personnel requirements and qualifications, goal determination, course offerings, placement and testing, proficiency levels, instructional approaches, evaluation, funding, and credit. The report ends with a summary of conclusions and recommendations, a discussion of legal and funding problems, and an overview of identification, assessment, instruction, reinforcement, and follow-up activities in basic skills training. A glossary, a list of exemplary writing programs, and sample survey instruments are appended. (Author/JP)

ED 178 122 JC 790 572

Rooth, Stewart Richard

The Reverse Transfer Student at Northampton County Area Community College.

Pub Date-May 79
Note-53p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Academic Aspiration, Age, College Graduates, College Majors, Degrees (Titles), *Educational Background, Employment Patterns, Females, *Junior College Students, Males, Occupational Aspiration, Questionnaires, *Student Characteristics, *Student Mobility, *Transfer Students
Identifiers-*Reverse Transfer Students, Student Objectives

Reverse transfer (from a four-year to a two-year college) is rapidly becoming one of the most common types of student movement between institutions of higher education. At Northampton County Area Community College (Pennsylvania), a study was conducted to (1) identify the reverse transfer students (RTS's) in attendance; (2) determine selected demographic characteristics (including sex, ethnic group, marital status, number of children, residence, employment, income, and age at various times in their college career); and (3) investigate their educational background and experiences and their personal and professional objectives. Of the total student population, 15.7% (N 659) were identified as RTS's and were surveyed; 316 individuals (47.9%) responded. The average RTS was a Caucasian woman without children, as likely to be married as single, and a Pennsylvania resident. The study also revealed that while 90% attended their four-year college full-time, only 25% attended community college full-time; 42% were between the ages of 22 and 29; 48% held no degree and 44% a bachelor's degree; only 5% reported being in academic difficulty prior to transfer; and most changed their major from an academic to an occupational field. The report includes a literature review, recommendations for better serving RTS's, a bibliography, and the questionnaire. (AYC)

ED 178 123 JC 790 580

Hall, Toni Reed, Jim

Nonreturning Students Data Summary 1976-77. Tex-SIS Follow-up; Postsecondary Student Follow-up Management Information System. Monograph 10.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-Jul 79

Note-50p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Aspiration, College Majors, Community Colleges, Dropout Problems, Dropouts, Educational Background, Employment Patterns, *Followup Studies, Junior Colleges, *Junior College Students, Participant Satisfaction, Relevance (Education), *State Surveys, Student Opinion, Technical Education, *Terminal Students, *Transfer Students, Vocational Education

Identifiers-Project FOLLOW UP, Texas, Texas Student Followup Information System, *Tex SIS Followup Services

A total of 2,782 nonreturning occupational and transfer students responded to a series of surveys conducted by 13 Texas community colleges during fall 1977 as part of the Tex-SIS (Student Information System) Follow-up System. Information on college majors, educational goals, reasons for not re-enrolling, satisfaction with college experience, instructional and student services ratings, employment or educational status, relevancy of college courses, and credit hours transferred was collected. Of respondents, 59% had been occupational/technical majors and 24% had been university transfer/academic majors; 24% fully and 56% partially completed their goals. Among occupational students, the most important reasons for not re-enrolling were conflicting job hours (18%), completion of needed courses (15%), and financial problems (11%). Among transfer students, 33% transferred to another college, 20% completed needed courses, and 7% cited conflicting job hours as their reason for not re-enrolling. For all majors, 83% were satisfied or very satisfied with their educational experience. Highlights of the study are graphically presented in the report and summarized data are provided in a manner to facilitate the comparison of information from individual colleges with statewide results. Blank forms are provided and the survey instrument is included. (AYC)

ED 178 124 JC 790 581

Sample Packet of Tex-SIS Questionnaires. DeVault VIII Expansion and the Vocational Education Data System (VEDS). Tex-SIS Student Information System Postsecondary Student Follow-Up.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-Aug 79

Note-43p.; Because of the small size of the type used in the original survey instruments, the survey questions have been enlarged to improve legibility. The original questionnaires are included to illustrate format

Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges, *Data Collection, Dropout Research, Educational Accountability, Employer Attitudes, *Followup Studies, Graduate Surveys, *Institutional Research, *Junior Colleges, *Research Tools, *Surveys

Identifiers-Project FOLLOWUP, Texas Student Followup Information System, *Tex SIS Followup Services

This packet identifies and explains the questionnaires and coding used in DeVault VIII, a subsystem of the Texas Student Information System designed to generate data for local utilization and for fulfillment of the federally-mandated Vocational Education Data System (VEDS) student and employer follow-up requirements. The report first explains the use of and target VEDS populations for each of five questionnaires, designed to collect information on: (1) non-returning students, (2) occupational/technical non-returning students, (3) first-year graduates, (4) employers of former students, and (5) adults who have completed adult and continuing education preparatory courses. A sixth questionnaire collects information from all former students necessary for VEDS follow-up reporting. The packet then outlines each of the 18 codes appearing on the questionnaires which allow for additional information. Sample questionnaires are appended. (JP)

ED 178 125 JC 790 583

Horse, Perry G.
American Indian Higher Education Consortium Research Project to Strengthen Local Economic and Human Resource Development Through Indian Community Colleges in the Old West Region. Final Report.
American Indian Higher Education Consortium, Denver, Colo.
Spons Agency-Old West Regional Commission, Billings, Mont.
Pub Date-Mar 79
Contract-10876186
Note-181p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Accreditation (Institutions), *American Indian Education, American Indians, Community Colleges, Data Collection, Economic Factors, Educational Programs, Federal Indian Relationship, Institutional Characteristics, Institutional Research, Institutional Role, *Junior Colleges, *Reservations (Indian), Socioeconomic Background, Tribes

The results of a 12-month research project are summarized including findings of reservation-based field studies at 12 Indian community colleges in Montana, Nebraska, North Dakota, and South Dakota. The project was conducted to provide the participating colleges with additional experiences in the use of research tools and methodology necessary for accreditation, to update existing institutional data, and to ascertain reservation socio-economic conditions. The project report contains six chapters which present (1) project objectives and activities; (2) the history and evolution of Indian community colleges; (3) the factors affecting economic development on Indian reservations and the role of the colleges in this development; (4) the tribal planning and programming areas through which colleges can coordinate their activities; (5) individual institutional profiles including a description of objectives, clientele, educational programs, and impact studies; and (6) a summary of the accreditation status and planning activities at eight colleges. The report concludes with an evaluation of the project's success in meeting stated objectives, a summary of the importance of colleges in tribal planning as revealed in the project, and a discussion of a further study to increase the role of the community college in tribal development. (Author/JP)

ED 178 126 JC 790 584

Jones, Joanna

Child Study and Observation: Child Development 101.

Chaffey Coll., Alta Loma, Calif.

Spons Agency-California State Dept. of Education, Sacramento.

Pub Date-Sep 79

Note-226p.; Not available in paper copies due to the marginal reproducibility of the original document

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, Childhood, Community Colleges, *Course Content, Emotional Development, Individualized Instruction, Intellectual Development, *Junior Colleges, *Observation, Physical Development, Play, Sampling, Social Development

This syllabus outlines the structure, objectives, and lesson plans for Child Development 101, a twelve-week course on child study and observation offered at Chaffey Community College. A statement of the educational philosophy upon which the course was developed precedes a list of course objectives, competencies, and the grading system. The bulk of the syllabus is devoted to a week by week outline of the lesson plan which includes lectures on (1) an introduction to child study, (2) participant observation, (3) learning how to observe, (4) introduction to children's play and the use of running records, (5) observing intellectual development and the use of anecdotal notes, (6) interviewing and the observation of physical development, (7) observing social development and the use of time sampling, (8) observing emotional development and the use of event sampling, (9) writing a child study paper, and (10) using this paper as a means towards individualized instruction. The syllabus calls for an evaluation session during the last week of the course, and concludes with a bibliography, a list of needed materials, and two sample child study papers. (JP)

ED 178 127 JC 790 585

Matthews, Donald R., Jr.
Perspective: General Education at the Community College, 1952-1978. Comparing Two Reports: General Education in Action B. Lamar Johnson
Pub Date- 79
Note-23p.; Graduate Seminar Paper, University of Florida
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Changing Attitudes, College Curriculum, Community Colleges, Comparative Analysis, Core Courses, *Core Curriculum, *Curriculum Design, *Curriculum Development, Educational Needs, *Educational Objectives, *General Education, Junior Colleges, *Social Values
Identifiers-Johnson (B Lamar), Miami Dade Community College FL

The values, goals, and organization of general education have been highly controversial subjects in higher education for years. Two different perspectives are provided by B. Lamar Johnson's General Education in Action'' (1952) and Miami-Dade Community College's (MDCC's) General Education in a Changing Society'' (1978). Concerns such as technology, value systems, personal social adjustment, career goals, and knowledge of national culture were common to the 1950's and the 1970's. Issues of energy, discretionary time, and lifelong learning gained importance after Johnson's report. In organizing a plan of general education, Johnson proposed defining its purpose, building a structure to achieve the purpose, operating the structure, and evaluating the results. He recommended courses in Communication Skills, American History, Psychology of Adjustment, Family Life Education, Health Education, Creative Arts, and Physical Education. MDCC established specific objectives for its program in categories of fundamental skills, the individual, the individual's goals for the future, the individual's relationship with other persons and groups, and society and the individual. Core courses within the plan were Communications, Humanities, the Social Environment, the Natural Environment, the Individual, and Health Maintenance. Numerous other studies are cited in the report. (AYC)

ED 178 128 JC 790 586

Petersen, Allen And Others

Community College Grading Policies. Agenda Item 5.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date-26 Oct 79

Note-33p.; Recommendations presented at the meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, October 26, 1979)

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Failure, Academic Probation, *Administrative Policy, Community Colleges, Credit No Credit Grading, Definitions, Equivalency Tests, *Grades (Scholastic), *Grading, *Junior Colleges, *State Legislation, *State Standards, Statewide Planning

Identifiers-*California, Course Repetition, Course Withdrawal

Because of a wide diversity of grading practices and policies among California community colleges, its impact upon students, and the need for compliance with state minimum standards, a study group was appointed to examine existing regulations and make recommendations to promote commonality among grading policies. Issues such as local autonomy, ``penalty'' and ``non-penalty'' grading, and flexibility were considered in developing the recommendations. These include: (1) that a uniform statewide grading scale be established including standardized definitions for both evaluative (A excellent, B good, C satisfactory, D passing but less than satisfactory, F failing, CR credit, and NC no credit) and non-evaluative (I incomplete, IP in progress, RD report delayed, X credit by examination, and W withdrawal) symbols; (2) that there be a more restrictive use and meaning of ``W''; (3) that probation based on excessive accumulation of grades of ``NC'' and ``W'' be evidence of lack of academic progress; and (4) that a concept of dismissal for unremediated academic probation and progress probation be established. Recommendations were also developed regarding credit/no credit grading, grade changes, course repetition, final exams, credit by examination, and notification of probation. Specific policies and rationales are suggested and relevant sections of Title 5 of the California Education Code are presented. (AYC)

ED 178 129 JC 790 588

Johnson, Jackie M.

Professional Leave, Fiscal 1979. Washington Public Colleges and Universities. Report No. 80-3.

Washington State Council for Postsecondary Education, Olympia.
Pub Date-Oct 79
Note-11p.
Pub Type- Reports - Research (143) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, Community Colleges, Compensation (Remuneration), *Compliance (Legal), Postsecondary Education, Program Costs, *Sabbatical Leaves, State Aid, State Colleges, *State Legislation, *State Surveys, State Universities, Teacher Salaries
Identifiers-*Washington

The Council for Postsecondary Education in Washington is required to collect and report information necessary to determine compliance with the law regarding professional leave activity in two- and four-year institutions (RCW 28B.10.650). Various sections of the law deal with the purposes of professional leaves; stipulate that remuneration shall not exceed the average of the highest quartile of a rank order of salaries of all full-time faculty; provide for compensation rates; describe governing board-faculty contractual agreements; and stipulate that the aggregate cost of remunerated leaves not exceed the cost of salaries that would otherwise have been paid to the personnel on leave. All institutions reported the necessary information for fiscal 1979, revealing: (1) at the state's two- and four-year institutions, 158.53 Full Time Equivalent leaves were granted; (2) total leave remuneration equaled $3,265,136; (3) total replacement costs equaled $936,457; (4) total program costs equaled $4,202,093; (5) contract salaries, that is, salaries which would otherwise have been paid to persons on leave, totaled $4,599,965; and (6) the difference between program costs and contract salaries equaled $397,872. The report provides information for each institution, discusses certain legal issues, and includes the relevant legislative sections. (AYC)

Tschechtelin, James D.

Looking Back on Community Colleges in the 1980's: A Stimulus Paper. August, 1989.''

Pub Date-11 Oct 79

Note-9p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education, Changing Attitudes, *College Curriculum, College Faculty, College Role, Community Colleges, Curriculum Development, Educational Demand, *Educational Trends, Faculty College Relationship, Faculty Development, *Futures (of Society), *Junior Colleges, *Prediction, School Attitudes, School Funds, Socioeconomic Influences

Dateline: August 1989. Societal trends during the 1980's left community colleges with a smaller and older clientele taking fewer courses and providing fewer funds. Location, local support, and, most important, the attitudes of people within the college itself were the factors determining the success with which colleges met this challenge. Some colleges provided curricula responsive to the non-linear educational needs of adult students by integrating credit and non-credit areas. Other colleges, reluctant to part with transfer-oriented curricula, faced administrator-faculty disputes over class cut-off rates and the need for a marketing-oriented catalog. The former catered to older, better educated students who demanded well-prepared courses and doubled the proportion of college income from non-credit offerings. The latter invested energy in high school graduate recruitment and saw a decline in adult enrollment. Faculty members, reacting to changing enrollment patterns, either proved flexible by abolishing tenure and cooperating with part-time teachers or fought for protective agreements. Reacting to increased stress, some administrators fostered communication within the college toward the development of new ideas; others merely froze budgets and retreated, hoping to weather the storm. All colleges, however, faced increased government control and distrust between colleges and government agencies. (JP)

ED 178 131 JC 790 590

Marty, Myron A.

Work, Jobs, and the Language of the Humanities.

Pub Date-Nov 79

Note-15p.; Paper presented at the American Association of Community and Junior Colleges Assembly on the State of the Humanities in Community Colleges (Warrenton, VA, November 4-6, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Curriculum, College Faculty, Community Colleges, *Curriculum Development, Curriculum Enrichment, *Educational Benefits, Educational Objectives, *Education Work Relationship, Faculty Development, *Humanistic Education, *Humanities, *Junior Colleges, Relevance (Education), Teacher Morale, Teacher Role, Work Attitudes

Steps must be taken to upset the academic equilibrium that sustains the dearth of humanities in community college curricula. Accommodation to institutional and societal factors have forced an emphasis on practical rather than liberal arts courses, and provided for an incomplete curriculum that does not help the student meet humanistic educational goals. A distinction should be made between the repetitive and futile, though necessary, nature of a ``job'' and the creative, fulfilling nature of ``work.'' Additionally, curriculum planning should be directed toward preparing students for living as well as livelihoods. Implementation of these directions can be achieved by using the language of the humanities, i.e., the expression of ``purposiveness and drama,'' as opposed to the factual objectivity of scientific language, in improving existing courses and creating new ones. Within the classroom, emphasis on the distinction between ``job'' and ``work'' provides a common goal for both students and teachers, and thus prevents student disinterest and faculty discouragement. To help community college teachers meet the challenges that face them, they should be rewarded for outside, ``entrepreneurial'' work such as writing or painting; they should be given opportunities for ``creative disengagement'' from their college assignments; and they should be evaluated in terms broader than the number of hours spent in the classroom. (JP)

ED 178 132 JC 790 595

An Interdisciplinary Course in Humanities at Valencia Community College: Goals, Competency Breakdown, and Evaluation.

Valencia Community Coll., Orlando, Fla.
Pub Date-79
Note-18p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, Cognitive Objectives, Communication Skills, Community Colleges, *Course Evaluation, *Course Objectives, Critical Thinking, Humanities, *Humanities Instruction, Individual Development, *Junior Colleges, Knowledge Level, Participant Satisfaction, *Performance Based Education, *Skill Development

Competence in humanities may be considered in terms of knowledge (the mental processing of information), thinking skills (the organization of knowledge), communication skills, and personal integration (the effect of knowledge upon the individual). Specific competencies to be acquired in an interdisciplinary twentieth century humanities course taught at Valencia Community College were broken down as follows: (1) knowledge and thinking skills recall and interrelate important information, analyze another person's viewpoint, and judge the worth of a viewpoint using appropriate criteria; (2) communication skills read difficult material, build vocabulary, express what others think in one's own words, and organize ideas and present them clearly; (3) personal integration involve oneself in the material to derive one's own interpretation, examine personal ideas more clearly, choose and affirm one's values, and make personal commitments. At the end of the course, students were asked to evaluate their progress in relation to these competencies, and to determine whether the course had contributed to their improvement. Of the 36 students involved in the evaluation, no more than four students felt they had failed to improve in any one of the competencies. A list of students' comments about the course are included in the report. (JP)

ED 178 133 JC 790 598

Walker, Noojin, Ed.

A Report for the Entry-Level Competency Project for Selected Vocational Programs, 1978-79.

Pensacola Junior Coll., Fla.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.

Pub Date-22 Oct 79

Note-142p.; Pages 71-73 of the original document contain copyrighted material and are therefore not available. They are not included in the pagination. Appendix D-1 was deleted due to irreproducibility. Computer printouts in the appendices may not reproduce well

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Academic Standards, Accounting, *Admission Criteria, Auto Mechanics (Occupation), Clerical Occupations, Community Colleges, Competence, Computer Science Education, Cosmetology, Dental Hygienists, Distributive Education, Electronic Technicians, *Junior Colleges, *Minimum Competency Testing, Office Management, Performance Based Education, Refrigeration Mechanics, Secretaries, Stenographers, Technical Occupations, *Vocational Education

This project report outlines the entry-level competencies required for student success in 13 vocational programs at Pensacola Junior College: Accounting Technician; Computer Programming/Operations; Core Program Major Appliances, Air Conditioning and Heating, Maintenance Technology, and Industrial Electricity; Cosmetology; Dental Hygiene; Executive Secretarial; General Clerical; Import Auto Mechanics; Legal Secretary; Medical Secretary; Office Management and Supervision; Stenographic-Secretarial; and Supermarket Cashiering. The objectives of the project were to establish minimal, rather than optimal, entry criteria suitable to non-selective admission programs, and to eliminate the inconsistent and intuitive imposition of entry competencies based on informal teacher assumptions. The objectives of each of the vocational programs are outlined along with a graphical presentation of (1) the entry-level competencies for each program, (2) the rationale for each of the competencies, (3) an explanation of how the competency relates to the program and/or vocation, and (4) an explanation of how the student will be evaluated for each competence. The report then refers to a computerized reading level analysis that can be used to establish entry-level reading competencies. It is emphasized that these competencies have been developed to meet the requirements of Pensacola Junior College and should not be superimposed on another school's program. (Author/JP)

ED 178 134 JC 790 600

Gianini, Paul C., Jr.
Community-Based Education: A Team Approach.
Pub Date-19 Oct 79
Note-14p.; Paper presented at the American Association of Community and Junior Colleges Conference (Malta, IL, October 19, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Citizen Participation, *College Role, Community Benefits, *Community Colleges, *Community Development, *Community Education, Community Influence, Community Involvement, Cooperative Programs, Government School Relationship, Junior Colleges, Local History, Older Adults, *Rural Development, Rural Schools, *School Community Cooperation, School Industry Relationship
Identifiers-Community Based Education

Community colleges should return to the philosophy of localism and team up with community agencies to play an active role in community planning and development. Rural colleges, which are governed by local boards that are more prone to receive immediate community pressure than their urban counterparts, are more suited to the achievement of this goal. While there are contradictory views of the value of the community services function of the colleges, many exemplary practices of community-based education can be cited, particularly in five areas: (1) decision-making involvement, whereby colleges become community resource centers for use by citizens to improve their capacity for participation in government; (2) program cooperation with government agencies to share expertise and/or facilities in order to achieve common goals; (3) cooperation with industry to provide vocational training programs; (4) programs for senior citizens which tap the professional skills of retirees; and (5) cooperative arrangements with museums and libraries for purposes such as the preservation of local history. Such programs can only be instituted after a college has ascertained community needs, determined the extent of current services, prioritized the community service function within the college's objectives, and determined the special attributes necessary for community development specialists. (JP)

ED 178 135 JC 790 603

Hall, Toni Reed, Jim

First Year Graduate Data Summary 1976-77 Graduates. Tex-SIS Follow-up; Postsecondary Student Follow-up Management Information System. Monograph 9.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-Jul 79
Note-57p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Aspiration, Associate Degrees, College Majors, Community Colleges, Employment Patterns, Ethnic Groups, Females, Followup Studies, *Graduate Surveys, Junior Colleges, *Junior College Students, Labor Market, Males, *Participant Satisfaction, *Relevance (Education), Salaries, *State Surveys, Terminal Students, Transfer Students, Vocational Followup
Identifiers-Project FOLLOW UP, Texas, Texas Student Followup Information System, *Tex SIS Followup Services

During Fall 1977, a questionnaire was mailed to 8,455 first-year graduates of 26 Texas community colleges. Responses were received from 4,838 graduates (57%). Following a section presenting survey highlights in 25 graphs, the survey report presents aggregate statewide questionnaire responses expressed as numbers and percentages. Respondents are categorized by college major, degree received (Associate of Arts or Associate in Applied Science), sex, and ethnic group. Responses are also summarized for questions relating to educational goals; employment status; ratings of instruction, student services, and training; problems encountered in transferring credits; relation of employment to courses completed and reasons for employment not being related to courses; course assistance in occupational area; average monthly salaries; prior employment in occupational area; and job availability. Survey results are formatted so that individual college results can be filled in and compared with statewide figures. Blank report format pages, on which institutions can record data by categories not covered in the report, and the survey instrument are included in the study report. (JP)

ED 178 136 JC 790 604

Stankovich, Mary Jo And Others

A Profile of Graduates with the Associate of General Studies Degree.

Macomb County Community Coll., Warren, Mich.

Pub Date- 79

Note-41p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Differences, Associate Degrees, *Attendance Patterns, College Graduates, College Majors, Community Colleges, Core Curriculum, Courses, Dropout Rate, Educational Background, Enrollment Trends, *General Education, Junior Colleges, *Junior College Students, *Liberal Arts Majors, Statistical Analysis, *Student Behavior, *Student Characteristics

Identifiers-Step In Step Out Students, Stop Outs

The transcripts of the 115 Macomb Community College (MCC) students who graduated in 1978 with an Associate of General Studies degree were analyzed to determine data frequency counts, percentage distributions, and descriptive measurements which profiled the graduates in terms of demography, educational background, veteran status, attendance patterns, course selection patterns, combinations of fields in which students took courses, and course completion patterns. The data revealed that: (1) 30% had attended other post-secondary institutions before coming to MCC; (2) 43% of the graduates attended MCC for more than eight semesters; (3) 49% had ``stepped out'' for at least one semester; (4) 43% attended at least one summer session; and (5) courses in Communications, Humanities, Math/Science, Physical Education, and Social Science formed the bulk of difference between the requirements for the General Studies Degree and those for the Associate in Arts or Applied Sciences degrees. The statistical significance of the data was determined by the application of analysis of variance and multiple linear regression formulas. The study report presents the coefficient of correlation for each pair of 14 variables and the averages of these variables for demographic, course avoidance, and course interest subgroups. (Author/JP)

Edwards, Timothy I. Roberson, Clarence E., Jr.

A Study to Determine the Basic Science and Mathematics Topics Most Needed by Engineering Technology Graduates of Wake Technical Institute in Performing Job Duties.

Wake Technical Inst., Raleigh, N.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-79
Grant-SED-78-09674
Note-199p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Architectural Education, Chemical Technicians, Civil Engineering, Computer Science, *Core Curriculum, Curriculum Evaluation, Educational Needs, Electronic Technicians, *Employer Attitudes, *Engineering Technicians, Engineering Technology, *Graduate Surveys, Industrial Technology, Job Analysis, Junior Colleges, Mathematics Education, Relevance (Education), Science Education, *Technical Education, *Technical Institutes

A survey of 470 graduates of the six engineering technology programs at Wake Technical Institute Architectural, Chemical, Civil Engineering, Computer, Electronic Engineering, and Industrial Engineering Technologies and 227 of their employers was conducted in October, 1979, to determine the science and mathematics topics most needed by engineering technicians. The survey instrument, developed by two juror groups and subjected to a stability-reliability test, contained 81 items under 17 topics and an open-ended question. The 17 topical areas were mechanics, fundamentals of electricity/electronics, light, sound, heat, modern physics, chemistry, biology, geology, data processing, algebra, trigonometry, logarithms, geometry, analytical geometry, calculus, and statistics. The survey revealed that: (1) mathematics topics were important to all graduates; (2) various science topics were needed for different technology areas; (3) knowledge of a computer language was important to all but architectural technicians; and (4) science and mathematics topics were more important to graduates than to employers. A sample questionnaire and over 100 tables are appended. (JP)

Watson, Rollin J.
Shaping History or Falling Into It? Reflections on the Faculty's Role in Continuing Education Community Services.
Pub Date-79
Note-11p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, Adult Education, College Planning, Community Colleges, Community Education, *Community Service Programs, Community Services, *Faculty College Relationship, Humanistic Education, *Junior Colleges, *Program Development, *Teacher Administrator Relationship, *Teacher Participation, Teacher Role

The dichotomy perceived in American life between the "man of fact" and the "man of idea" is mirrored in the rift between a college's administration and its faculty. This rift has resulted, on the community college level, in a lack of faculty involvement in planning for continuing education and community service programs. Financial and political pressures reduce such planning to the fulfillment of full-time equivalent student quotas and the preparation of reports for bureaucratic agencies. The involvement of academic as well as administrative personnel is essential if a college is to maintain a balance of practicality and humanism in its mission of community service. This can be achieved through the development of channels of communication between the faculty and the continuing education office, the designation of a faculty member to monitor each course, and the protection of course and program integrity. The practicality/humanism balance is further protected by periodical assessment of the college's commitment to a concept of community service which stresses (1) people before statistics, (2) the utilization of the interdisciplinary nature of this concept to create a humanistic force in the community, and (3) the maintenance of standards of excellence in humanities curricula despite egalitarian, open door policies. (JP)

ED 178 139 JC 790 617

2 Southern Regional Education Board, Atlanta, Ga.
Pub Date-79
Note-13p.
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, GA 30313 ($1.50)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Articulation (Program), *College Credits, Colleges, Interinstitutional Cooperation, *Junior Colleges, Policy Formation, *School Policy, State Standards, Technical Education, *Transfer Policy, *Vocational Education
Identifiers-*United States (South)

In order to identify transfer agreements which are now operational or under study, inquiries were sent to the state higher education agencies, both for junior and senior institutions, in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North and South Carolina, Tennessee, Texas, Virginia, and West Virginia. Over 50 types of coordinated programs were identified through which students might move from community colleges to senior institutions in technical and career-oriented fields. Highlights of the study include the following: (1) though there was little uniformity in the specifics of joint arrangements, most were made on a basis of ``two plus two'' years; (2) the states with the greatest number of specific arrangements were those where the state higher education agencies played an important role in their development; (3) there was little consistency in the baccalaureate degree designations for the completion of technical programs of instruction; (4) for the most part, courses taken at state vocational schools have not been transferable; and (5) there was a wider acceptance of ``inverted programs'' through which technical students from community colleges may complete their general education work at the university. The specific arrangements of numerous individual institutions are described as well as statewide historical developments. (AYC)

ED 178 140 JC 790 621

Institutional Research, Fiscal Year 1979: The Students. Research Monographs III, V, VI, XI, XII, and XIII.

South Oklahoma City Junior Coll., Okla.
Pub Date-79
Note-65p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Age, Attendance Patterns, College Graduates, College Majors, Community Colleges, *Dropouts, Enrollment Influences, *Enrollment Trends, Ethnic Groups, Females, Graduate Surveys, Institutional Research, Junior Colleges, *Junior College Students, Males, Participant Satisfaction, *Questionnaires, School Holding Power, Student Attitudes, *Student Characteristics

During fiscal year (FY) 1979, six institutional research reports were conducted at South Oklahoma City Junior College (SOCJC) that focused on various aspects of the student population. The first study in this compilation determined selected characteristics (sex, full/part-time status, marital status, age, ethnic background, and program) of the 5,285 students enrolled at SOCJC during fall 1978 for whom this information was available. Two reports represent part of a larger retention study. One tried to determine why 2,472 of 5,412 students enrolled in fall 1978 did not return in spring 1979 and the characteristics of this group. The second phase of the retention study looked at the 360 non-returning students who officially withdrew with regard to their majors, goals, and characteristics. Another study compared spring 1979 and FY 1979 enrollments with those from previous years in terms of headcount and credit hours and selected student characteristics. A fifth study tried to identify differences in students who took classes at different times of the day. The final report presents the findings of a survey of SOCJC 1978 graduates, that solicited information on their current activities and their satisfaction with various aspects of their college experience. The survey questions are included with the responses. (AYC)

ED 178 141 JC 790 622

Institutional Research, Fiscal Year 1979: The Grading System. Research Monographs VIII and IX.

South Oklahoma City Junior Coll., Okla.
Pub Date-May 79
Note-35p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Credit No Credit Grading, Employment Potential, Enrollment Influences, *Grades (Scholastic), *Grading, *Junior Colleges, *Mastery Learning, School Surveys, *Student Attitudes, Student Opinion, *Teacher Attitudes, Transfer Policy

In February and March 1979, students, faculty, and staff at South Oklahoma City Junior College were surveyed to determine their feelings toward the change from a one-mark grading system (M for mastery of the subject) to a three-mark system (MH for mastery with honors, M for mastery, and CR for credit). Of the student sample, 53.8% (N 574) responded. Findings included the following: 58.9% of the students rated the revised system as verv good to good, while 9.2% rated it as very poor; 60.8% felt it would help in transferring; 50% felt it would have no effect on getting a job; of those who enrolled for the first time in fall 1978 or spring 1979, 83.7% indicated that the grading system had no effect on their college choice; and comments about transfer of credit were basically positive. In response to the survey of faculty and staff, 43.3% responded. Adjunct faculty, classified staff, and nonteaching personnel rated the three-level system more highly than the single-grade system, while full-time faculty preferred the single-grade system. Considering the effect of the revised system on recruitment, retention, transferability, and getting a job, ratings were most positive on the effect on transferability. The survey also investigated the fact that all courses did not have a CR option and methods of performance level selection. Student and staff comments are included in the study reports. (AYC)

ED 178 142 JC 790 626

Computer Support Needs at Amarillo College: A Report of the Information System Task Force.
Amarillo Coll., Tex.
Pub Date-Jul 78
Note-32p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Administration, Community Colleges, Comparative Analysis, *Computer Assisted Instruction, *Computer Oriented Programs, *Computers, Data Processing, *Junior Colleges, Library Administration, *Use Studies

A Task Force of 21 people representing faculty, department chairmen, and administrators at Amarillo College (AC) was organized into committees to investigate the use of the computer at AC and future data processing needs in areas of instructional support, administrative support, and equipment and software selection. Compared to computer applications related to instruction, counseling, and related activities which exist across the country, there was relatively little current use of the computer as an instructional tool at AC. Reasons included the lack of current computer compatibility, the newness of practical and cost-effective instructional programs, the time required to prepare them, and limited faculty awareness. The study revealed a fairly heavy reliance upon computer support for three levels of administrative applications: administrative operations, administrative reports, and planning and management systems. In all, 23 basic administrative operations were being conducted with extensive computer support, most of which were grouped in areas of budget and payroll, student enrollments and achievement, and library functions. The equipment and software selection committee investigated the current status of data processing equipment and made recommendations for acquiring an updated system. (AYC)

ED 178 143 JC 790 628

Holda, Bill And Others

Preliminary Report on Teaching Load Credit in the Arts.

Texas Association of Junior Coll. Instructional Administrators.

Pub Date-6 Feb 78

Note-25p.; Excerpted from the Eighth Annual Report to the Texas Association of Junior and Community College Instructional Administrators by the Research Committee (June, 1979) ; Prepared in collaboration with the Texas Council of the Arts in Education

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Art Teachers, *College Faculty, Dance, *Faculty Workload, *Fine Arts, *Junior Colleges, Music Teachers, Noninstructional Responsibility, Programing (Broadcast), Radio, State Surveys, Statistical Data, *Teacher Evaluation, *Teaching Load, Television, Theater Arts

Identifiers-*Texas

In October 1977, surveys were mailed to all junior and senior colleges and universities in Texas to determine what methods and criteria were used to assign Fine Arts faculty load. Usable responses were obtained from 39 junior and 39 senior institutions. The survey contained 35 open-ended questions in the following areas: (1) standard faculty load in terms of credit hours and contact hours; (2) standard credit and contact hour load for music, theatre, art, dance, and radio-television (TV) faculty; (3) ratios (contact hours/credit hours) used in evaluating faculty load for applied music; class piano, class voice, and class instrument instruction; direction of a major and a minor ensemble; direction of a musical production; and for music lecture and laboratory classes; (4) ratios used to evaluate faculty load for direction of a theatrical production; design of sets, lights, costumes, etc.; acting in theatrical productions; and lecture and laboratory classes in theatre; (5) ratios employed to evaluate faculty load for studio art classes, art exhibition programs, and lecture and laboratory classes in art; (6) ratios used to evaluate faculty load for direction of dance productions and dance lecture and laboratory classes; (7) ratios used to evaluate faculty load for lecture and laboratory classes in radio-TV; and (8) load reduction given for administrative duties and/or department chairmen. Tables present junior college responses in numbers and percentages. (AYC)

ED 178 144 JC 790 633

Snyder, Fred A. And Others

Space Planning: A Basis for Cost Containment.

Pub Date-9 Jul 79

Note-12p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Planning, Community Colleges, *Cost Effectiveness, Declining Enrollment, *Facility Planning, Facility Utilization Research, Financial Problems, *Junior Colleges, Life Cycle Costing, School Space, *Space Utilization

Decreasing budgets and enrollments, the reluctance of state legislatures to provide funds for higher education facilities, and the rising costs of energy necessitate the development of space ownership management. Three patterns of space planning problems have developed at different colleges: (1) costly, underutilized facilities due to optimistic overbuilding in the 1960's; (2) facility imbalances across departments and type of facility due to uneven enrollment development in different academic areas; and (3) critical facility shortages at colleges which did not effectively compete for capital funds during the 1960's. All colleges, however, face facility budget constraints due to the need to house and maintain instructional technologies, such as learning resource centers,'' and to eliminate architectural barriers for the handicapped. Although colleges rarely repay the tax authorities that provide capital funds, a true space cost formula should be developed which includes capital recovery, as well as maintenance, energy, and depreciation factors. The reduction of these costs can be effected by leveling the distribution of classes throughout the day and week. Since this is accomplished through facility reallocation across several groups, it is important to include faculty, as well as administrators, in the planning process. (Author/JP)

ED 178 145 JC 790 634

Self-Evaluation Report for the Middle States Association of Colleges and Secondary Schools, 1978.

Franklin Coll., Lugano (Switzerland).
Pub Date-78
Note-101p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrative Change, College Administration, College Admission, College Curriculum, College Faculty, Curriculum Evaluation, Educational Finance, Enrollment Trends, Financial Problems, Foreign Countries, Foreign Students, *Institutional Characteristics, Institutional Research, Junior College Libraries, *Junior Colleges, Junior College Students, Organizational Change, Participant Satisfaction, *Private Colleges, *Program Evaluation, Student Recruitment, *Study Abroad, Transfer Students

The findings of an on-going self-evaluation process conducted at Franklin College during 1975-1978 are presented in seven sections. Chapter I deals with the academic program in terms of the curriculum, academic travel, and co-curricular programs. Chapter II focuses on the students. It outlines trends in admission standards and selectivity,

enrollment, grading, and degrees granted and considers counseling, extracurricular activities, student participation in governance, and housing problems. The third chapter profiles the faculty and discusses faculty turnover rates, responsibilities, and teaching loads. Chapter IV assesses library acquisitions, circulations statistics, inter-library loan services, and periodical holdings, and presents the results of a student survey of the helpfulness of the library. Chapter V details organizational and administrative changes during 1975-1978 and presents an organization and governance chart. Chapter VI discusses financial problems due to the devaluation of the dollar, efforts to increase income and improve fund-raising, and the difficulties involved in reporting finances to both Swiss and American authorities. Chapter VII discusses the alumni association, the results of an alumni survey, student transfer records, and attrition rates. (JP)

ED 178 146 JC 790 636

Cosand, Joseph P.

Perspective: Community Colleges in the 1980s. Horizon Issues Monograph Series.

American Association of Community and Junior Colleges, Washington, D.C.; American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 79

Note-63p.

Available from-Council of Universities and Colleges, One Dupont Circle, N. W., Washington, DC 20036 ($5.00)

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Role, College Administration, College Faculty, *College Planning, College Programs, College Role, Community Colleges, Educational Accountability, *Educational Assessment, *Educational Planning, Financial Problems, *Financial Support, Futures (of Society), Institutional Research, *Junior Colleges, Junior College Students, Nontraditional Students, Political Influences, School Holding Power, Student Characteristics, Student Needs, Student Recruitment, Teacher Role

Community colleges are being challenged to plan ahead, and to be aware of and to anticipate the pressures of declining resources, changing student profiles and interests, and more competition for students and funds. In response to changing student characteristics, colleges must begin careful curriculum planning to provide students with transfer, occupational/technical, developmental, and community education programs to meet their needs. Another important challenge of the 1980's will be that of attracting students and retaining them. An understanding of marketing will be essential to student recruitment, just as an understanding of the roles of counseling, the library, teaching, and access to educational services is important to student retention. Assessing college operations will also be a vital activity in the 1980's, especially in the areas of presidential, board, and administrative leadership; faculty and support staff responsibilities; and communication with the community and the state government. Before the 1980's bring further reductions in resources, colleges must develop plans to allocate resources, to avoid duplication of effort, to use space effectively, to compete for needed resources, and to investigate alternative methods of financial support. A final issue for the 1980's will be an increased emphasis on accountability of the board, president, and faculty. (AYC)

ED 178 147 JC 790 637

Young, Donna And Others

Critical Issues for Tennessee Community Colleges. College of Education Monograph Series, No. 10.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Pub Date-Dec 78

Note-89p.

Pub Type- Books (010) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administrator Attitudes, Community Colleges, Educational Accountability, *Educational Assessment, *Educational Needs, Educational Policy, Educational Trends, *Junior Colleges, Legislators, *Needs Assessment, Presidents, State Boards of Education, State Officials, *State Surveys

Identifiers-*Tennessee

Members of the Tennessee General Assembly, the Tennessee Higher Education Commission and its staff, the State Board of Regents and its professional staff, and members of the Presidents' Council and Sub-Councils (N 237) were surveyed to identify the most critical issues facing Tennessee public community colleges and to develop implications for policy development. A response rate of 43% was achieved. From the survey, a set of 12 critical issues emerged. There was a fairly high degree of consensus among the groups on the ratings of importance of these issues: (1) improving instruction; (2) developing more effective means of evaluating faculty performance; (3) assessing instructional effectiveness; (4) making provisions to deal with the energy situation; (5) being accountable for services rendered; (6) improving articulation between community colleges and four-year institutions; (7) balancing students' interest with society's needs for employable graduates; (8) accountability in the expenditure of funds; (9) competition with other agencies for public funds; (10) evaluating program offerings; (11) providing special academic and vocational programs to meet the needs of the labor force; and (12) implementing the concept of lifelong learning. The study report analyzes and compares results by respondent groups, discusses the implications of the findings, and includes the survey instrument and data tables. (Author/AYC)

ED 178 148 JC 790 638

Lopez, Alberta Faith

Role Conflict Specific to Chicano Administrators in Community Colleges of the Southwest.

Pub Date-78
Note-127p.; Ph. D. dissertation, University of Arizona
Available from-University Microfilms, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 78-21, 924, MF $8.25, Xerography $16.50)
Pub Type- Dissertations/Theses (040)

Document Not Available from EDRS.

Descriptors-*Administrative Personnel, Administrator Attitudes, Administrator Characteristics, *Administrator Role, Community Colleges, Differences, Employment Problems, Ethnicity, Job Satisfaction, Junior Colleges, *Mexican Americans, Regional Characteristics, *Role Conflict, *Role Perception, Self Concept

In order to discover and describe the role perceptions, expectations, and conflicts specific to Chicano community college administrators, the following instrument scales were developed: (1) an individual-institutional conflict scale, (2) an ideographic-nomothetic scale, (3) a conflicting expectations scale, and (4) a role ambiguity scale. The survey instrument was sent to 257 Chicano community college administrators in the Southwest; 175 responded. The findings revealed that Chicano administrators placed the highest value on community and student expectations as determinants of their role. Being a catalyst for change was viewed as an important role by respondents and one that produced a high degree of role conflict. Role conflict was also found to increase as Chicano ethnicity was emphasized. Other findings of the study include the following: ethnic self-identification and institutional ethnic composition were found to be significantly related to role conflict, while level of and length of time in the position were not; greater role conflict was perceived by California administrators than Texas administrators; tokenism, assignment to policy-implementation rather than policy-making roles, excessive job demands, and the need to disguise institutional reform efforts were felt to be major contributors to role conflict. An analysis of the problem, review of the literature, and the questionnaire are included. (Author/AYC)

ED 178 149   JC 790 640

Lahti, Robert E., Ed.
Managing in a New Era. New Directions for Community Colleges, Number 28.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-113p.; Pages 38-39 were removed due to poor reproducibility
Available from-Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104 ($5.95)
Journal Cit-New Directions for Community Colleges; v7 n4 Win 1979
Pub Type- Collected Works - Serials (022) - Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Collective Bargaining, *College Administration, College Role, Community Colleges, *Educational Administration, Educational Finance, *Educational Objectives, General Education, *Human Resources, Institutional Research, *Junior Colleges, *Leadership, Management Systems, Marketing, Personnel Management, Presidents, Staff Utilization, Teacher Administrator Relationship, Trustees
Identifiers-Information Analysis Products

Approaches to creative, modified, and new management strategies and practices are offered as justifications for the continued development of effective and responsive community colleges. Judith S. Eaton describes the dangers in isolating academic concerns from management decision processes. Dorothy M. Burns advocates centralization of human resource services and mainstreaming academic personnel administration. Karl J. Jacobs describes the new style of administration evolving from collective bargaining and the promise of maturing leadership, teamwork, and political acumen. William J. Mann suggests that financial managers begin to educate college personnel to needs assessment processes related to maximizing scarce resources in an era of retrenchment. Ernest R. Leach assesses consumer needs in relation to student development and college service areas. Dennis L. Johnson offers insights into communicating a marketing process to all college personnel with an eye toward increasing enrollments. Richard L. Spencer deals with the role of institutional research in institutional renewal, planning, management, and evaluation systems. Richard T. Ingram describes current and future roles and responsibilities of college presidents and board members. Roseann Cacciola reviews ERIC literature on the topic of effective management of college resources to meet new educational goals. (RC)

ED 178 150 JC 790 656

Cooper, John D., Comp.

Professional Development Plan: Lansing Community College, 1979-80.

Lansing Community Coll., Mich.

Pub Date-12 Sep 79

Note-30p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Personnel, College Faculty, Community Colleges, *Faculty Development, *Inservice Programs, Inservice Teacher Education, *Junior Colleges, Professional Development, *Program Development, Seminars, *Staff Improvement, Workshops

The 1979-80 Professional Development Plan was designed to provide Lansing Community College administrators, faculty, and custodial staff with alternative methods of confronting job-related challenges. This descriptive report first presents a rationale and overview of the program, citing the importance of effective job performance to the college and the community it serves, and outlining the roles of the Professional Development Office and the divisional officers in providing for: (1) the individual's acquisition of new information and skills; (2) department or small group efforts to consider new approaches to problems or decisions; (3) discussion of interpersonal relations and personnel concerns; and (4) the sharing of ideas and information from within and outside the college. A calendar of workshops and seminars for 1979-80 follows, along with a list of alternative activities including sabbatical leaves, field experiences, and in-service programs at the department level. The report then presents the Professional Development Plan objectives and activities for the Applied Arts and Sciences, Student Personnel Services, Arts and Sciences, Business, College Services, and Learning Resources divisions. A formal statement of 20 program objectives categorized in terms of five general goals concludes the report. (JP)

ED 178 151 JC 790 667

Jones, Jerry L.

Predicting Success of Programming Students.

Pub Date-Nov 79
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Academic Failure, Age, Community Colleges, Employment, Ethnic Groups, Females, Grade Point Average, *Grade Prediction, Grades (Scholastic), Junior Colleges, *Junior College Students, Males, Marital Status, *Persistence, Predictive Measurement, *Predictive Validity, *Predictor Variables, *Student Characteristics, Student Evaluation of Teacher Performance

A study was conducted to determine the optimum combination of selected social, academic, and demographic variables to maximally differentiate membership in the successful, unsuccessful, and withdrawal groups of first-year computer programming majors in Virginia community colleges. A questionnaire focusing on 18 selected variables was administered to 106 students at eight community colleges. Course grades permitted classification into the successful, unsuccessful, and withdrawal groups. The most discriminating variables, as evidenced by the standardized coefficient values, were (1) grade-point average; (2) student's perception of teacher's attitude toward students; (3) student's perception of teacher's fairness in grading; (4) type of employment; (5) student's stated reason for initial enrollment in programming curriculum; and (6) total yearly income in student's household. The demographic variables (sex, marital status, race, and age) did not appear to discriminate among the groups. A number of academic and social variables commonly thought to discriminate among successful and unsuccessful groups (e.g., level of college English competence and amount of employment) did not contribute to the separation of the three respondent groups. The study report contains recommendations to administrators of computer programming curricula. (Author/AYC)

ED 178 152 JC 790 670

Koltai, Leslie
1979 State of the District Address.
Los Angeles Community Coll. District, Calif.
Pub Date-26 Sep 79
Note-13p.; Remarks presented at the Board of Trustees Meeting (Los Angeles, California, September 26, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Art Education, Campus Planning, Collective Bargaining, *College Planning, *College Role, Community Colleges, *Educational Responsibility, Foreign Students, Interinstitutional Cooperation, *Junior Colleges, *School Districts
Identifiers-*California (Los Angeles)

The running of the Los Angeles Community College District incorporates two distinct kinds of functions: those of an educational nature and those that are corporate in scope. While the educational functions have been performed well, the future will demand even greater responsiveness to student needs. Issues to be faced in the future to insure that these educational functions are accomplished satisfactorily include the following: (1) each college must develop its own distinct identity; (2) growing numbers of foreign students will require that new programs and services be provided to meet their needs; (3) more emphasis must be placed on developing cooperation, rather than competition, between elements of public higher education; (4) commitment to affirmative action must remain a top priority; and (5) the 1979-80 academic year will require thoughtful preparation for re-negotiation of contracts. With regard to corporate functions, major accomplishments have been made in data processing and in regard to the 1978-79 audit. Other notable efforts of the 1978-79 academic year were the institution of grants for the purpose of developing, refurbishing, and upgrading galleries and fine arts programs, and a proposal for a tenth college in the district. (AYC)

ED 178 153 JC 790 671

Long-Term Finance Plan: Recommendations for the 1980's.
California Community Colleges, Sacramento. Board of Governors.

Pub Date-Sep 79
Note-84p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Accountability, Budgeting, College Planning, College Role, Community Colleges, Educational Finance, *Financial Support, Governance, *Junior Colleges, *Long Range Planning, Master Plans, Objectives, Resource Allocations, State Aid, State Legislation, *State School District Relationship, *Statewide Planning
Identifiers-*California

In order to establish a clearer sense of what California community colleges are expected to accomplish, to insure adequate resources to accomplish those tasks, and to provide a sounder basis for the assessment of the return of public investment in community colleges, the Board of Governors and the Office of the Chancellor of the California Community Colleges developed a long-range finance plan. The plan incorporates a new process of establishing state objectives for the colleges, asking local districts to plan each year for new and revised programs within the annual state budget process. It envisions a continuation of state fiscal support, through statute, to meet the costs of inflation and enrollment changes. It will expand current state concerns with serving particular student populations to a more comprehensive concern with staff development, student support services, administrative improvement, development of high priority curricula, and affirmative action. The plan is presented in seven parts, which provide background to and a summary of the plan, along with a discussion of those principles already secured in legislation, and which present a series of principles and their rationales in the areas of philosophy, goals, and priorities; support techniques; sources of support; accountability; and resources. (Author/AYC)

ED 178 154 PS 010 549

Dahlgren, Lars Owe

Children's Conception of Price as a Function of Questions Asked.

Gothenburg Univ. (Sweden). Inst. of Education.

Pub Date-Mar 79

Note-13p.; Paper presented at the Annual Meeting of the Nordic Society for Educational Research (Aalborg, Denmark, October 19-22, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abstract Reasoning, *Cognitive Measurement, *Cognitive Processes, *Developmental Stages, Elementary Education, *Elementary School Students, *Preschool Children, Preschool Education

Identifiers-*Conception Of Price, Contextual Factors, *Piaget (Jean)

An experiment concerning children's conceptions of price was conducted to investigate the influence of the context of a problem on its apprehension. A total of 120 children of several age groups (nursery school, grades 2, 4, and 6) were interviewed individually. An initial question was asked (Why does a bun cost about one Swedish crown?''), followed by a number of comparative questions (Why does a bicycle cost more than a ball?''; Why does a diamond ring cost more than a bicycle?''), and then a repeat of the original question. Comparison of answers to the initial question with a best answer'' judged from all the questions revealed more advanced responses on the best answer. The main changes were (1) an increment in answers expressing the idea that prices are determined by the relationship between supply and demand for commodities; and (2) a decrement in ignorant answers. This improvement seemed to be primarily in response to the comparative questions, as there was considerable regression to the initial mode of response when the initial question was repeated the second time. These results raise questions about the content-neutral nature of cognitive structures implied by Piaget's theory of cognitive stages. It is suggested that the exceptions to the stable pattern of thinking implied by Piaget's theory ought to be considered as the rule rather than the exception. (Author/SS)

ED 178 155 PS 010 766

Bacmeister, Rhoda W.

Teachers for Young Children: The Person and the Skills.

Note-18p.

Available from-Early Childhood Education Council of New York City, 220 Waverly Place, New York, NY 10014 ($0.50)

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Emotional Experience, Nonverbal Communication, Perspective Taking, Planning, *Preschool Children, Preschool Education, *Preschool Teachers, *Student Needs, *Teacher Characteristics, Teacher Improvement, *Teacher Qualifications, Teacher Role, Teaching Experience, Teaching Methods, *Teaching Skills

This paper discusses preschool teacher competencies and personality traits but makes no attempt to establish a picture of an ideal teacher. Five personal qualities necessary for success with young children good physical and mental health, fondness and respect for children, a sympathetic understanding of their capacities and ways of growing, an ability to see naively and to wonder, and a sense of humor are noted and discussed. Other desirable teacher attributes and curriculum area competencies required in the nursery school are explored. Knowledge of human development and behavior, subject matter areas, and teaching methods is recommended. Additionally, it is suggested that the preschool teacher should be able to work well with individuals and promote freedom within well chosen and clearly understood limits. It is noted that the unique demands of nursery school teaching make it important for teachers to have knowledge of and competency in nonverbal flexibly, to work with parents, and to adapt to the needs of individual children. emotional controls, skill in managing emotional ties, and the ability to plan flexibily, to work with parents, and to adapt to the needs of individual children. Other qualities which if developed can make a good teacher into an outstanding one are listed. (Author/RH)

Cheever, Julia, Ed.
The Responsive Education Program for Children and Adult Learners.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 75
Note-263p.; For related documents, see PS 010 810 and PS 010 814
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Cognitive Development, Cultural Differences, *Cultural Pluralism, Educational Objectives, *Elementary Education, *Emotional Development, Language Instruction, *Models, Program Evaluation, Reading Instruction, Self Concept, Teacher Improvement
Identifiers-Responsive Education Program, *Responsive Environment Model

This book is intended for educators who want to know more about the theoretical foundations of the Responsive Education Program (REP), how the program works, how successful it has been, and what is required for implementation. The book also may be useful to instructors and staff developers who are training people to work in the field of education. Chapters one through five provide an overview and theoretical background through discussions of responsiveness, the general rationale of the program, and the rationale for and implementation of the goals of the program. Chapters six and seven provide discussions of learner objectives and principles and program teaching guidelines. Emphasis is placed on the integration of the learning conditions that support the program goals. Chapters eight through ten present applications of the responsive model through a position paper on language and reading, descriptions of the classroom, and description of staff development. Chapters eleven and twelve provide discussions of evaluation and implementation. Appendix A is a list of sites in which the program can be observed in operation. (Author/RH)

ED 178 157 PS 010 810

Biestman, Margot And Others

Assessment of Language in a Responsive Environment.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-73
Note-96p.; For related documents, see PS 010 809 and PS 010 814
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Early Childhood Education, Elementary Education, Elementary School Teachers, *Formative Evaluation, *Instructional Staff, Language Enrichment, *Language Usage, Lesson Observation Criteria, Measurement Instruments, *Observation, Preschool Teachers, Scoring, *Self Evaluation, Teacher Aides, *Teacher Evaluation
Identifiers-*Responsive Environment Model

Detailed materials for the assessment of language use in a responsive environment are provided for teachers and teaching assistants. Part A consists of a manual and guide for language assessment. A brief account of the responsive model's approach to language instruction is given. Additional sections introduce and describe the observation and assessment instrument (OAI), and provide guides for its use and scoring. Part B presents the OAI: an instrument which focuses on several kinds of classroom language used to instruct, indicate resources, and give choices. For each category of language use, assessment criteria are listed and a rationale is offered. Scoring scales for preschool and primary school aged children are included. Part C provides a language assessment questionnaire for teachers and teaching assistants. How the OAI can be used for self assessment by teachers and teaching assistants is indicated in Part D. (Author/RH)

ED 178 158 PS 010 814

The Responsive Education Program for Children and Adult Learners: Summary.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 75
Note-29p.; For related documents, see PS 010 809-810
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Development, Cultural Differences, *Cultural Pluralism, Educational Objectives, *Elementary Education, *Emotional Development, Language Instruction, *Models, Program Evaluation, Reading Instruction, Self Concept, Teacher Improvement
Identifiers-Responsive Education Program, *Responsive Environment Model

This booklet presents a description of the Responsive Education Program (REP) by summarizing the book entitled The Responsive Education Program.'' Each of the 12 parts of the summary is a two-page abstract of a paper in the book. The papers summarized describe the program's goals, objectives, principles, and application to the classroom and to staff development. Responsiveness is defined and the rationale of the REP is presented. Cognitive and emotional development, and cultural pluralism in the REP are described. Other abstracts focus on learner objectives, principles and teaching guidelines, language and reading, classroom description, staff development, and evaluation in the REP. The final abstract summarizes a program implementation guide. (Author/RH)

ED 178 159 PS 010 827

Together is Best: Families and Schools. Findings of the Parent Education Demonstration Project in Region IV.

Southern Association of Colleges and Schools, Atlanta, Ga.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 76
Contract-304-75-6001
Note-108p.; Photographs may not reproduce clearly
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Child Development, *Demonstration Programs, Early Childhood Education, *Educational Improvement, Educational Programs, Home Visits, Libraries, Mobile Educational Services, *Parent Education, *Parent Influence, Parent School Relationship, Parent Workshops, *Preschool Children, Program Evaluation, Staff Improvement, Toys

The purpose of this first year report of the Region IV Parent Education Demonstration Project (PEDP) is to help other school systems as they plan and conduct parent/child programs. The Region IV PEDP involved 29 local school systems which were conducting 31 parent education programs through various funding sources. These parent programs had as one objective the enhancement of parents' influence on the cognitive, affective, social, and motor development of their children, particularly preschool children. The regional project encouraged and assisted the school systems in implementing the new role involved in their programs; provided any necessary technical assistance in staff development, materials selection and development, and program management; and began the process of assessing and describing the methodologies and activities of the various programs with the intent of highlighting the most effective and replicable elements. Contents of the report include discussions of parent education; the Region IV PEDP's structure, activities and evaluation process; and local program components such as parent workshops, home visitation, and toy and material libraries. An overview of each participating program is included. Participating LEA addresses and key personnel are listed. (Author/RH)

The Child and the Adolescent in Society. Report on a WHO Conference. EURO Reports and Studies-3.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
Pub Date-Sep 78
Note-65p.
Available from-WHO Publications Centre USA, 49 Sheridan Avenue, Albany, NY 12210 ($4.20, plus $1.25 postage/handling; all orders must be prepaid)
Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adolescents, *Childhood Needs, Diseases, Health Education, *Health Needs, Health Services, Manpower Needs, Nutrition, Physical Development, *Research Needs, Social Development, Stress Variables, *Youth Problems

This conference report briefly summarizes the biological and psychosocial characteristics and problems of the age group 5 to 18 years, and defines solutions to these problems in terms of research needed, changes in health services, changes in general services, and changes in manpower training. The perceived need for such recommendations was based on two premises: (1) that the process of rapid socioeconomic development and industrialization now taking place in Europe has profoundly changed the nature of the problems experienced by children and adolescents; and (2) that existing services for children and adolescents are inadequate and/or inappropriate for solving these new problems. The characteristics and problems of children identified were based on findings of earlier working groups. Detailed reports of these groups are available elsewhere. Problems identified concern the following topics: deviations in growth and development, mortality and morbidity, chronic diseases, infectious diseases, nutrition, problems related to sexual development, psychosocial reactions to growth and development, accidents, suicide, juvenile delinquency, substance (tobacco, alcohol and drugs) abuse, school problems, work entry, and leisure-related problems. Recommendations include the need for research on the following topics: normal growth, development and behavior; morbidity and mortality; specific biological problems; and specific psychosocial problems. Other solutions discussed concern the organization of health services; health education; services for families, school, and the community; and manpower training. Lists of participants and related WHO publications are included. (Author/SS)

ED 178 161 PS 010 858

Von Frank, April A.
Family Policy in the USSR Since 1944.
Pub Date-79
Note-133p.
Available from-R & E Research Associates, Inc., 936 Industrial Avenue, Palo Alto, CA 94303 (Paper, $10.00)
Pub Type- Information Analyses (070) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Abortions, Birth Rate, *Child Care, *Divorce, *Family Planning, Family Problems, Foreign Countries, *Government Role, Manpower Needs, Mothers, *Public Policy, Rural Urban Differences, Social Change
Identifiers-Maternity Benefits, *USSR

This study examines Soviet family policies since 1944 concerning family allowances, abortion and contraception, divorce and illegitimacy, child care facilities and maternity benefits, and motherhood awards. The problems of Soviet society which brought about these policies are discussed and their use in encouraging fertility and promoting female labor force participation in the Soviet population is examined. Part I examines the immediate and practical problems facing the USSR after World War II when the policies were first instituted. Also included is a description of the content and subsequent changes in each policy. Part II analyzes the application of Soviet policy to various segments of the population. Emphasis is given to urban-rural differences which are crucial in understanding family policies in the USSR. Part III includes an evaluation of the effectiveness of Soviet policy in achieving its goals and focuses on the major social and economic changes occurring in the USSR since 1944 that are largely responsible for the success or lack of success of family policies. Part IV relates the origin and changes in family policy to the Marxist-Leninist ideological base of Soviet society. Current debates over both ideology and policy are included. The study relies on both Soviet and Western sources, including scholarly and official government materials. (Author/SS)

ED 178 162 PS 010 882

Comer, James P.

Relationships Between the School and the Family.

Pub Date- 78
Note-25p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childhood Needs, *Child Rearing, Economic Change, Educational Change, *Family School Relationship, *Intervention, Models, *Parent Role, *School Role, Social Change, Techrological Advancement
Identifiers-Connecticut (New Haven), *Yale Child Study Center Schools Program

This paper examines the changing nature of the relationship between family and school and describes an intervention program designed to promote a positive home-school relationship. Children's timeless developmental needs and the child rearing task of parents and school staff are outlined. The manner in which scientific and technological developments have altered the needs of children and the task of adults and institutions responsible for rearing children are explored. In addition, the impact of relevant economic, educational, and other social arrangements on the ability of parents and the school to carry out the child rearing and educational tasks are discussed. A model of desirable family-school relationships for the present and the future is presented. One intervention program which has been successful in promoting this kind of relationship, the Yale Child Study Center Schools Program in Martin Luther King School in New Haven, Connecticut, is described. (JMB)

ED 178 163 PS 010 883

Sutton-Smith, Brian

Piaget, Play and Cognition, Revisited.

Pub Date-Jun 79
Note-39p.; Paper presented at the Annual Meeting of the Jean Piaget Society (Philadelphia, Pennsylvania, June 2, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Children, *Cognitive Development, Imitation, Infants, *Learning Theories, *Play, *Pretend Play, Research Methodology, Research Problems
Identifiers-Bateson (Gregory), *Piaget (Jean)

Piaget's early contribution to theorizing about play is discussed critically with reference to three major interrelated problems. These are: (1) that despite their equipotentiality in Piaget's theory of intelligence, imitation and play are not conceptualized as making an equal contribution to cognition, play taking a subordinate role; (2) that this inequality was brought about by Piaget's focus on directed or rational or convergent, rather than undirected or imaginative or divergent, cognitive operations; and (3) that it was also a result of presupposing play to be a predominantly infantile state of development, a not uncommon assumption in the work ethic ideology of Western culture. A review of three kinds of research therapeutic, animal and child experimental indicates support for Piaget's notion that play does not contribute as importantly to cognition as do imitation and exploration. It is argued, however, that Piaget has paid attention only to lower level and more content influenced categories of play. Borrowing from communication and cultural theories of play, a hierarchy of structural categories is proposed which suggests deeper levels of operations in play. These categories are reframing, reversal, abstraction of prototypes, theme and variation, boundaried space-time, and modulation of excitement. It is also argued that Piaget tended to study the infant in a solitary situation and to assume that his own presence had minimal influence on the infant's behavior, and that this predisposed him towards a view of play as reverie. It is proposed that a more comprehensive view of play should take into account adult and social-cultural forms of play. (Author/SS)

The Family Forum Proceedings. Public Policy: Its Impact on Delaware Families and Children.

Delaware Univ., Newark. Cooperative Extension Service.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-79

Note-81p.; For related document, see PS 010 911 ; Proceedings of the Family Forum Conference (Newark, Delaware, April 5, 1979)

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Child Abuse, Child Rearing, Day Care Services, *Family Problems, *Family Programs, Federal Legislation, Financial Problems, Mass Media, *Nuclear Family, Older Adults, *Public Policy, Religious Factors, *Workshops

Identifiers-*Delaware

These proceedings summarize the important ideas discussed in various workshops of a Delaware forum on the changing nature of the American family. The contents include an opening statement by the Governor of Delaware; a transcript of a panel discussion of lobbying and obtaining grants and other types of funding; a brief address from a representative of the White House Conference on Families which includes comments on the history, plans and prospects of the White House conference; a copy of the script of a slide presentation on changes in the American family; and an address on family and policy. Also included are brief summaries from eight workshops: Families and their Children, The Effects of Government and the Economy on Families, Aging Persons in the Family, The Family and the Law, The Family and the Mass Media, The Family and Religion, Medical and Social Services: Their Impact on the Family, and The Family and Work. (Author/SS)

ED 178 165 PS 010 911

Nelson, Patricia Tanner

The Family Forum Supplement: Some Notes for Novice Conference Planners.

Delaware Univ., Newark. Cooperative Extension Service.
Spons Agency-Extension Service (DOA), WAshington, D.C. Div. of Home Economics.
Pub Date-79
Note-54p.; For related document, see PS 010 910
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Committees, *Conferences, *Discussion Groups, *Family Programs, Organization, *Planning, Problem Solving, Program Coordination, Publicize, *Scheduling, *Workshops
Identifiers-*Delaware

This collection of notes for novice conference planners provides information explaining the process of planning and implementing a statewide conference on families. Topics such as building preparation, exhibits and displays, finances, interpreters, keynote speaker, lunch and coffee breaks, funding and personnel as well as program scheduling and other considerations are discussed. Copies of form letters, the registration form, program, financial report, evaluation questionnaire, and other materials from a Delaware forum on the changing nature of the American family are included. (Author/SS)

ED 178 166 PS 010 914

Jones, Elizabeth, Ed.
Supporting the Growth of Infants, Toddlers and Parents.
Pacific Oaks Coll. and Children's School, Pasadena, Calif.
Pub Date-79
Note-86p.; Photographs may not reproduce well
Available from-Pacific Oaks College and Children's School, 5 Westmoreland Place, Pasadena, California 91103 ($5.50)
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Care, Child Development, *Educational Philosophy, *Environment, *Infants, Interior Space, *Interpersonal Relationship, Measurement Techniques, Observation, Parent Participation, Physical Environment, Preschool Education, *Preschool Programs, Safety, School Space, Social Behavior, Social Environment
Identifiers-*Pacific Oaks College and Childrens School CA

This publication describes infant and toddler programs in which young children and their parents are seen as trustworthy, competent people able to make decisions and solve problems. In Chapter 1, aspects of the Pacific Oaks Infant-Toddler-Parent Program are described, infant-toddler safety rules are listed, and guidelines for parent observation and participation are suggested. In Chapter 2, the chalienge of creating growth-producing environments for infants and toddlers is discussed. Chapter 3, focuses on planning day care space for infants and toddlers, with special empahsis on promoting the child's development from trust to autonomy. Chapter 4 contains a description of the model of infant care developed at Loczy, a 24-hour care setting for infants and toddlers in Hungary. The history and philosophy of the Loczy program and the training and research components of the program are discussed. In Chapter 5, concrete examples of the application of the Loczy philosophy are presented from both the caretaker's and infant's perspective. Ten principles for a synchronous relationship between a caregiver and a young child are also presented. In Chapter 6, vignettes of infant play in a campus child care center are presented. Chapter 7 contains a report of a study of toddler social behavior at Pacific Oaks in which both anecdotal notes and behavioral coding were used as mesurement techniques. Findings of the study are presented in both narrative and quantitative form. (JMB)

Seegmiller, Bonni R. And Others
Sex-Role Socialization in the Nursery School: Background, Design, Methods, and Subjects.
Spons Agency-City Univ. of New York, N.Y.; National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date- 79
Grant-NIMH-26039
Note-173p.; For related document, see PS 010928
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Age Differences, Family Structure, Individual Characteristics, Intelligence Quotient, *Interaction Process Analysis, Longitudinal Studies, Lower Class, Middle Class, Peer Relationship, *Preschool Children, Preschool Education, *Research Design, *Research Methodology, Sex Differences, *Sex Role, Siblings, Socioeconomic Influences, Student Teacher Relationship, Working Parents

This monograph presents a detailed description of the background, design, methods, and subjects of a study of sex-role socialization in the nursery school. The objectives of the study were to (1) define sex-role differentiation, (2) examine the relation between age and sex-role differentiation,, (3) describe and explain the influences of the nursery school and of personal, socioeconomic, and familial characteristics on sex-role differentiation, and (4) provide much needed longitudinal data on sex-role differentiation during the preschool years. Using an incomplete cohort-sequential design, the researchers followed more than four hundred 3-, 4-, and 5-year-old boys and girls for all or part of their nursery school careers. Within each age level, the classes were equally divided between lower an midddle income level schools. The children were pretested and posttested each year on five measures of sex-role development and one measure of intelligence. Additionally, the child-teacher, child-child, and teacher-child behaviors were observed at 2- to 3-week intervals in the naturalistic environment of the classrooms. Complete data from testing and observations are included in the monograph. Results are not discussed. (Author/JMB)

ED 178 168 PS 010 927

King, Daniel W. King, Lynda A.
Washington Univ., Seattle.
Pub Date-Mar 78
Note-44p.; Paper presented at the Biennial Conference of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Food, Infant Behavior, Longitudinal Studies, *Measurement Instruments, Measurement Techniques, *Nonverbal Communication, *Parent Child Relationship, *Rating Scales, *Reliability, Research Problems, Sampling, *Verbal Communication
Identifiers-Nursing Child Assessment Feeding Scales, Nursing Child Assessment Teaching Scales

This paper presents results of a generalizability assessment of two sets of scales designed to evaluate the quality of verbal and nonverbal interactions between parent and child. The Nursing Child Assessment Feeding Scale (NCAFS) and Nursing Child Assessment Teaching Scales (NCATS) were developed as part of a longitudinal study aimed at determining early indicators of child development. Designed for use by trained observers, both sets of scales are Likert-type and both provide individual scale scores plus cluster scores reflecting the measure of constructs believed important to parent-child interactions. Both scales were administered to children and parents who were members of a health care cooperative in Seattle. The Feeding Scales were given four times during the child's first year and the Teaching Scales four times during the child's first two years. Results of generalizability analyses suggested further research with the instrument with more heterogeneous samples. Also, findings indicated that increasing the number of administrations across time could best decrease measurement error. Detailed technical reports on the reliability of the scales are included. (Author/RH)

ED 178 169 PS 010 940

Mayala, Jacob Arthur, Jr.
An Observational Study of the Stimulation Acts Provided by Infant Caregivers in Child Care Centers.
Pub Date-77
Note-103p.; Ph.D. Thesis, University of Illinois
Available from-University Microfilm International, Dissertation Copies, P. O. Box 1764, Ann Arbor, MI 48106 (MF $8.25; Zerography $16.50)
Pub Type- Dissertations/Theses (040)
Document Not Available from EDRS.
Descriptors-Age Differences, *Child Care Workers, Day Care Services, Early Childhood Education, *Infants, Observation, Problem Solving, Self Concept, Social Behavior, Social Relations, *Stimulation, *Verbal Communication
Identifiers-*Touching, Walking

Observations were made of infant caregivers in four child care centers to determine which stimulation acts (verbal and physical contacts) were provided for the infants and with what frequency of occurrence. It was hypothesized that walking infants would receive more stimulation acts than non-walkers. Nineteen caregivers were observed interacting with 29 infants between the ages of 6 months and 21 months. Each caregiver was observed for five 10-minute episodes at the child care center where he or she worked. The interactions between infants and caregivers were recorded and later coded into predefined categories of stimulation acts. A frequency distribution of the stimulation acts showed that language associated acts occurred most frequently. The amount of time caregivers spent in the provision of the acts is also included in the results. An analysis of variance showed there was no significant difference between the frequency of stimulation acts provided to walking and non-walking infants. (Author/RH)

ED 178 170 PS 010 946

Foorman, Barbara R.
The Effect of Priming on Referential Communication in Four Year Olds.
Spons Agency-California Univ., Davis. Dept. of Applied Behavioral Sciences.
Pub Date-Apr 79
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Development, *Cognitive Processes, Cognitive Style, Communication (Thought Transfer), *Communication Skills, Feedback, *Mediation Theory, *Pictorial Stimuli, *Preschool Children, *Verbal Ability

A study was conducted in light of a neo-Piagetian theory of cognitive development to interpret the effect of priming executive schemes for describing relevant features in a referential communication task. Forty-eight 4-year-old children were divided into primed and nonprimed groups and were asked to describe in isolation a black and white photograph of a dog, or a person's facial expression well enough so that the adult listener could pick out the referent from among an array of nonreferent photographs of the same stimulus set. If the speaker's spontaneous initial encoding was not adequate for distinguishing the referent from the nonreferent array, two forms of feedback were provided by the listener: (1) non-specific verbal feedback of the form (``I still don't know which one it is. Is there anything else you can tell me about it?'') and, if an adequate description was still not given; (2) specific visual contrasts (i.e., nonreferents) that fit the description already provided by the subject but were inconsistent with respect to those relevant features not yet mentioned were provided. The cognitive style field dependence-independence and mental processing capacity were assessed pre-experimentally, as well as the priming effect; vocabulary repertoire was assessed post-experimentally. Differences in communication performance between the two groups were not significant except in complex interactions with sex and stimulus order. Explanation for the relative lack of treatment effect were discussed with respect to a production deficiency and a mediation deficiency. (Author/MP)

ED 178 171 PS 010 948

Asprea, AnnaMaria Betocchi, Giulia Villone
Continuity of Child's Moral Development: A Cognitive Approach.
Pub Date- 77
Note-13p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement, Age Differences, Child Responsibility, Elementary Education, *Elementary School Students, *Ethical Values, Foreign Countries, Foreign Culture, *Group Experience, *Individual Differences, *Justice, *Moral Development, Projective Tests, Student Motivation
Identifiers-*Italy

This study of moral judgment among young Italian school children reports differences between individual and group judgments. Laboratory and projective techniques were devised to study judgments, perceptions of fairness, motivations and suggestions for restoring equity among a sample of children between 5 and 9 years of age. Subjects were 12 middle and high middle class children who were neither overachievers nor underachievers. In the laboratory condition, subjects in groups of four were given a drawing task and a task criterion (draw the most and prettiest). After 20 minutes the task was interrupted and the three oldest children were required to decide individually how to allocate a reward among task group members. The three were then brought together to negotiate the actual distribution of rewards. In the projective interview condition, the children were individually shown a picture of five children in a situation similar to the drawing task setting. The child was asked to judge the equity of awarding the reward to each of the pictured children, who varied in age, sex and task achievement. In addition to group and individual judgment differences, age differences were found. Younger children used an achievement criterion for distributing rewards. Older children indicated a protection motive for reward distribution. (Author/RH)

ED 178 172 PS 010 949

Seifert, Kelvin Lyons, Wendy
Attitudes of Principals About Early Childhood Teachers.
Manitoba Univ., Winnipeg.
Pub Date- 76
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, Communication Problems, Early Childhood Education, Equal Opportunities (Jobs), Foreign Countries, *Interviews, Males, Organizational Climate, *Personnel Needs, Preschool Teachers, *Principals, Self Concept, *Sex Fairness, Sex Stereotypes, *Teacher Characteristics
Identifiers-*Canada

In this study researchers wanted to discover school principals' attitudes about reported increases in the proportion of men teaching very young children. Elementary school principals in southern Manitoba were interviewed about their attitudes toward beginning teachers in early childhood (nursery-kindergarten) education. At the time of writing, about 50 principals had been intereviewed concerning their opinions and attitudes about new teachers, generally, and men in early childhood education, specifically. Principals seemed less concerned with teachers' specific skills or training and more concerned with teachers' personal qualities, such as warmth, kindness, love of children, and ability to create a happy creative atmosphere in the classroom. Most principals seemed to feel isolated from their peers and different from or more radical than them in their practices and educational philosophy. Almost all expressed a wish that more men could be found who were qualified and willing to teach very young children. None stated that the gender of a person directly determined whether or not he/she was hired. Principals were quick to point out, however, that a man had to be unusual to work in early childhood education, since he would be contradicting social expectations about what men do for livelihood. (Author/RH)

ED 178 173 PS 010 950

Carpenter, C. Jan

Relation of Children's Sex-Typed Behavior to Classroom, and Activity Structure.

Kansas Univ., Lawrence.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date-Mar 79

Grant-NICHHD-T01-HD00247

Note-15p.; For related document, see ED 170 052; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, *Class Activities, *Classroom Participation, Classroom Research, Feedback, Play, *Preschool Children, Preschool Education, Self Directed Classrooms, *Sex Differences, Sex Role, Social Behavior

Identifiers-*Activity Structure

The effects of preschool children's activity participation on a broad range of social and task-oriented behaviors was investigated. Effects of high versus low structure activities within classrooms and effects of high versus low overall structure between classrooms were examined. A measure of the amount of teacher feedback to individuals was used as an index of the degree of structure for each activity. Classrooms were rated as high or low overall structure based on the amounts of teacher-led and directed activities they incorporated. Eighty-three children, aged 2 1/2 to 5 years, in five preschool classrooms were observed during daily free choice of activity periods. Results showed that within classrooms, boys participated more in low structure activities and girls participated more in high structure activities. Findings also suggested that children in low structure classrooms were spending more time in self-organized play. The rate of compliance to teacher's directions was higher in high structure activities and high structure classrooms had more compliance than low structure classrooms. Low structure classrooms had more novel behavior than high structure classrooms and within low structure classrooms, more novel behavior occurred in low structure activities. Within classes, boys showed more self-initiated activity changes than girls. The self-initiated activity changes occurred more in low structure classrooms than in high structure classrooms. These findings were interpreted as supporting the idea that sex-typed behaviors are learned through participation in activities differing in structure. (JMB)

ED 178 174 PS 010 951

Seifert, Kelvin
Teaching Young Children.
Pub Date- Jun 79
Note-44p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Environment, College School Cooperation, Early Childhood Education, *Experiential Learning, Foreign Countries, *Kindergarten Children, *Professional Development, Student Behavior, *Teacher Educators, Teacher Improvement, *Teaching Experience, Work Experience
Identifiers-*Canada

In 1978, a kindergarten teacher and a university teacher at the Faculty of Education, University of Manitoba, traded jobs. The story of the university teacher's experience in the kindergarten classroom is told in this compilation of monthly newsletter materials. The story begins with thoughts about preparing to teach and ends with a review of lessons learned from the experience. The topics discussed include establishing routines, meeting parents, field trips, children's friendships, winter clothing, noise and Eclipse Day, to second language learning children and needing love. Significant behavior of individual children is identified and reflected upon in several of the sections. Topics are never considered in the abstract, but grow out of the teacher's experience of the needs and behavior of the young children in the classroom environment. For example, the section on children's friendships addresses the problem of coping with children's rejections of classmates. Lessons learned from the experience are (1) children need physical activity, but school is often poorly equipped to allow for it, (2) some children are desperately worried about acceptance from their peers, (3) some children must test their dominance vis-a-vis other children, (4) assessing and assisting children's language is important, but extremely difficult in a classroom. (Author/RH)

ED 178 175 PS 010 953

The Child, The Family and Responsible Parenthood.

International Planned Parenthood Federation, London (England).
Pub Date-79
Note-47p.; Parts may be marginally legible
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences, Contraception, Developed Nations, Developing Nations, *Family Health, *Family Planning, Global Approach, Infant Mortality, *Infants, Information Needs, *Mothers, *Pregnancy, Pregnant Students

This booklet presents evidence which links the effects of unplanned pregnancies on the health of the mother and child. The first section identifies the causes of high mortality and morbidity rates among children. Teenage child-bearing, child-bearing past the age of 35, family size and birth intervals are discussed. The second section presents evidence of numerous and serious health risks to mothers whose pregnancies occur too early in life, too close together, or too often. The hazzards of illegal abortion and the benefits of contraception are indicated. Women are advised to (1) postpone the first pregnancy until they are past the age of 20, (2) plan for a gap of 2 and one half to 4 years between subsequent pregnancies, (3) bear no children after the age of 36, and (4) limit family size. Information and service needs of teenagers, young and older women are indicated. Data from developed and developing countries are included in both sections of the booklet. (Author/RH)

Friedman, William J.

The Development of Relational Understandings of Temporal and Spatial Terms.

Oberlin Coll., Ohio.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-79
Grant-NSF-7002764
Note-38p.; Photograph will not reproduce clearly
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences, *Cognitive Development, *Comprehension, *Concept Formation, *Preschool Children, Preschool Education, Semantics, Serial Ordering, *Time Perspective, Vocabulary Development
Identifiers-*Spatial Relations

This study investigated (1) the order of acquisition of related temporal and spatial terms, (2) the application of temporal and spatial terms and (3) the relationship between the application of temporal and spatial terms and performance on cognitive measures of temporal and spatial ordering. Children 3 to 5 years of age were tested on four language tasks (two spatial and two temporal) and two cognition tasks. Spatial terms tested were: before, after, ahead of, behind, beside, together with, above and below. Temporal test terms were: before, after, together with, and at the same time as. The cognition tasks consisted of one test of seriation and one test of temporal ordering. Among the results, the comprehension of most terms improved with age. Before and after were found to be of about equal difficulty and the terms expressing simultaneity were acquired before terms expressing succession. The combination of after/before and before/after appeared to be the most difficult. It is concluded that both simultaneity and succession appear to be salient concepts for 3-year-old children. (Author/RH)

ED 178 177 PS 010 958

Bell, Linda G. Bell, David C.

The Influence of Family Climate and Family Process on Child Development.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Aug 79
Note-22p.; Paper presented at the Meetings of the International Council of Psychologists (Princeton, NJ, August, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, Empathy, *Family Characteristics, *Family Environment, *Family Relationship, Individual Differences, *Interaction Process Analysis, Interviews, *Personality Development
Identifiers-*Family Individuation, Moos Family Environment Scale

This study investigates the relationship between the degree of individuation in families and the personality development of adolescent family members. A subsample of 30 white, middle-class families were chosen for analysis from a larger sample of 99 families. Fifteen families from the subsample had adolescent girls who scored high, and fifteen had adolescent girls who scored low on Loevinger's measure of ego development, the California Personality Inventory, and a sociometric questionnaire. All families participated in a 2-hour structured home interview which included revealed difference exercises (RDE) for the entire family, and a projective task in which family members described their family system. Both of these tasks were used to assess the degree of ``individuation'' in a family. A highly individuated family is conceived as one where individual differences are accurately perceived and accepted. Family individuation should be reflected in the family's interaction process by greater comfort with ambivalence and disagreement, and by higher levels of mutual support and validation. It was hypothesized that a family climate of individuation would enhance the adolescent's development by nurturing the adolescent's self-esteem. The results confirmed this hypothesis: parents of the high-scoring adolescents were better able to accept differences between them and to discuss disagreements constructively, compared to parents of the low-scoring adolescents. (Author/SS)

ED 178 178 PS 010 959

Toner, Ignatius J. And Others

The Effect of Being Labelled as Patient'' on Subsequent Self-Control in Children.

Pub Date-Mar 79
Note-11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, *Behavior Development, *Delay of Gratification, Elementary School Students, *Females, Intermediate Grades, Kindergarten Children, *Labeling (of Persons), Primary Education, *Self Concept, Self Control, *Social Behavior

This study investigated the effect of labeling a girl as patient'' on the girl's subsequent self-imposed delay of gratification. Subjects were 78 girls from 5 1/2 to 9 years of age. In a delay task, each child's possession of accumulating candy rewards was made contingent upon her stopping further accumulation. Labeled girls waited longer than did girls not given the task-relevant label. Further, for younger girls, those who took the test with a labeling adult present waited longer than those who took the test with a different adult present or those who took the test while alone. For older girls, those tested with a labeler present or with another adult present waited longer than did girls tested while alone. The results are interpreted in terms of modifications in the child's self-perceptions as a consequence of being labeled by an adult. (Author/RH)

ED 178 179 PS 010 960

Olejnik, Anthony B.
Development of Locus of Control: A Review and Model for Further Exploration.
Northern Illinois Univ., De Kalb.
Pub Date-Feb 79
Note-20p.; Paper presented at the Annual Interdisciplinary UAP-USC Conference on Piagetian Therapy and the Helping Professions (9th, Los Angeles, CA, February, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children, Early Experience, Environmental Influences, *Individual Development, *Infants, *Locus of Control, Models, *Parent Child Relationship, Racial Differences, Social Differences, *Socialization, Teaching Styles
Identifiers-*Piaget (Jean)

This paper applies a developmental perspective to locus of control studies. Contingency awareness established during infancy and early childhood is viewed as the basis for the development of locus of control expectancies. Expectancies of contingent reinforcement involve a cognitive component and can be viewed in Piagetian terms as the development of schema through processes of assimilation and accommodation. Research indicates that the responsiveness of an infant's environment is positively correlated with measures of cognitive performance. An individual's belief that he can affect his environment may begin in infancy. Parents, other adults, siblings and even the inanimate environment may affect the development of locus of control as they respond to the infant's needs, demands, and behaviors by providing response contingent stimulation. Research also indicates that children's psychological and cognitive development is negatively correlated with social environments which provide excessive amounts of noncontingent stimulation. Among the recommendations offered, adults should provide contingent stimulation rather than overstimulation. They should adopt an authoritative style of interaction which challenges children after compliance and involved fewer terminating commands, and they should avoid authoritarian and permissive styles of interaction. (Author/RH)

ED 178 180 PS 010 962

Calvert, Sandra Watkins, Bruce

Recall of Television Content as a Function of Content Type and Level of Production Feature Use.

Kansas Univ., Lawrence. Dept. of Human Development.

Spons Agency-Spencer Foundation, Chicago, Ill.

Pub Date-Mar 79

Note-16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 15-18, 1979) ; Figures may not reproduce clearly

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, *Attention, Comprehension Development, *Elementary School Students, Incidental Learning, *Kindergarten Children, *Recall (Psychological), Retention Studies, Television Research, *Television Viewing

Identifiers-*Saliency

This study investigated developmental changes in children's recall of televised central and incidental content. Central content was plot-relevant; incidental content was peripheral to the plot. Both content types were classified at two levels of production features, high salience and low salience. High salience features were high action, loud music or singing, and special effects. Low salience features were character dialogue and low action. Comprehension questions were generated to fit each of these four cells. One hundred and sixty children at two age levels, kindergarten and third-fourth grade viewed a prosocial cartoon in same-sex pairs. Children then participated in an immediate multiple choice test and returned 45 minutes later for a delayed test. Results indicated that older children are more selective in recall of central over incidental material than are younger children. Findings also showed that pairing content with highly salient production features improved central recall at both age levels, particularly for younger children. (Author/RH)

ED 178 181 PS 010 963

Elias, Maurice J. And Others

An Innovative Measure of Children's Cognitions in Problematic Interpersonal Situations.

Spons Agency-Connecticut Univ., Storrs.
Pub Date-Sep 78
Note-64p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28- September 1, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Children, Cognitive Ability, Cognitive Measurement, Communication Skills, Conflict Resolution, Individual Development, *Interpersonal Competence, *Measurement Instruments, Peer Relationship, *Problem Solving, Prosocial Behavior, Social Adjustment, Student Teacher Relationship, *Test Construction, *Test Validity
Identifiers-*Social Problem Situation Analysis Measure

The purpose of this paper is to report on the development and validation of the Social Problem Situation Analysis Measure (SPSAM), a measure of the ways in which children understand and attempt to resolve problematic social situations. The SPSAM is an assessment procedure in which children are shown cards depicting sequences of unfolding action in peer- and teacher-related problematic situations. Reactions of second grade children to these situations are examined in terms of their understanding of situations and characters, consideration of possibilities, specificity of planning, expectancies, and behavioral strategies for resolution. Sections of this paper contain a description of the SPSAM and its scoring system, the initial validation design used, replicated findings concerning the organization of social problem solving cognitions in young children, external validation data, and a discussion of implications for future research. External validation studies revealed significant relationships of SPSAM variables to sociometric and teacher rating scores. Internal validation analyses showed consistent patterns of SPSAM variables over time and test conditions. (Author/RH)

ED 178 182 PS 010 964

Silverman, Marvin

A Synthesis of Behavioral and Communication Approaches to Child Rearing for Parenting Skills Classes. Practicum II.

Pub Date-Mar 79
Note-166p.; Practicum report, Nova University, 1979; Pages 73-76 of the original document are copyrighted and are not included in the pagination
Pub Type- Reports - Descriptive (141) - Dissertations/Theses (040)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Behavior Change, Behavior Theories, *Child Rearing, *Communication Skills, Evaluation Methods, Improvement, Measurement Techniques, *Parent Child Relationship, *Parent Education, *Parents, Rating Scales, Skill Development

This report describes the design, implementation and evaluation of a class on effective parenting skills that combined behavioral and communication based (client-centered and Adlerian) approaches to child rearing. Seventeen parents of elementary school age children attended the class; twelve parents attended five or more sessions. The class consisted of seven weekly 90-minute sessions covering behavioral consequences, reinforcement, punishment, behavior charts, and communication with children. It was expected that parents would (1) notice improvements in the home behavior of their children; (2) increase their knowledge of the dynamics of children's behavior and how behavior is learned; (3) increase their knowledge of communication skills to use with children; and (4) acquire an attitude about child rearing based on valid child rearing techniques. To determine the parents' mastery of the above expectations, pretesting and posttesting were conducted using four instruments: Devereux Child Behavior Rating Scale (DCB), Communication Skills Survey (CSS), Behavior Management Skills Survey (BMSS), and Mother Child Relationship Evaluation (MCRE). The evaluation of the class revealed that only the first three expectations were fulfilled. The results obtained from the four instruments are summarized in 21 tables. The instructional materials used in the class and the evaluation forms are provided in appendices. (Author/MP)

ED 178 183 PS 010 965

Amendments to Social Services, Foster Care, and Child Welfare Programs. Hearings Before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means, House of Representatives, Ninety-Sixth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

Report No.-House-96-15

Pub Date-Mar 79

Note-353p.; Parts may be marginally legible

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Adoption, *Child Welfare, Cost Effectiveness, Delivery Systems, Eligibility, *Federal Aid, *Federal Programs, *Federal Regulation, Financial Needs, Foster Homes, Handicapped, Program Administration, Program Budgeting, Program Costs, Senior Citizens, *Social Services, Tax Allocation

Identifiers-*Congress 96th, *Social Security Act Title XX

Presented are the proceedings of hearings before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways

and Means, United States House of Representatives, concerning legislative proposals amending Title XX social services programs, AFDC foster care and child welfare service programs. Testimony is included from a wide variety of witnesses on proposed Title XX changes which would affect the total amount of money allotted for Title XX in 1980 and the specific conditions under which certain Title XX allotments would be made. The texts of ten prepared statements are also included. (JMB)

ED 178 184 PS 010 966

De Tray, Dennis
The Demand for Children in a Natural Fertility'' Population.
Rand Corp., Santa Monica, Calif.
Pub Date-Sep 78
Note-27p.
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Birth Rate, *Comparative Analysis, Consumer Economics, *Contraception, Data Analysis, *Developing Nations, *Family Planning, Foreign Countries, Research Methodology, *Theories
Identifiers-*Pakistan

Two competing theories that attempt to explain observed variations in fertility behavior in developing societies are examined. The first of these, the supply or natural fertility theory, is based on supply considerations like fecundity, availability of contraceptives, post-partum amenoria, and a host of other intermediate fertility variables. This theory states that variations in fertility in noncontracepting populations are due to factors not directly related to couples' desires for children, but are, rather, the unintended consequences of decisions made in other areas of family behavior. The second theory, the demand or choice theory, is based on a fairly straightforward application of consumer demand theory to explain variations in the number of children couples have. Under this theory, costs of having and raising children, benefits that flow from children to parents, and resources available to couples are postulated to explain a significant proportion of the variation in numbers of children among families. In an attempt to determine which of these theories better fits the facts in Pakistan, data have been analyzed on the negative correlation between a wife's education and the number of children that she has. Although the analysis is flawed by certain methodological problems, results point toward the conclusion that demand models of fertility are as effective in explaining variations in children born in natural fertility populations as they are in contracepting populations. (Author/JMB)

Torney, Judith V. Brice, Patrick J.
Children's Concepts of Human Rights and Social Cognition.
Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency-National Commission for UNESCO (Dept. of State), Washington, D.C.
Pub Date-Sep 79
Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979) ; Best copy available
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Abstract Reasoning, *Civil Liberties, *Concept Formation, *Elementary School Students, Elementary Secondary Education, Grade 4, Grade 6, Grade 8, Justice, Laws, *Moral Development, *Secondary School Students, Socialization

Recent literature on children's conceptions of social institutions is reviewed, and the results of a pilot study on children's concepts of human rights are described. A series of interview questions was developed based on rights specified in the Universal Declaration of Human Rights. Questions in Part I of the interview concerned a presumed violation of each right (If in another country it was decided that it was all right to buy and sell people like slaves, so that the country had no rules or laws saying that was wrong, would that be right?''). Follow-up questions were asked to assess the child's reasoning. Additional questions were included to determine whether children of different ages made a distinction between transgressions of human rights and of social conventions. In Part II of the interview students were asked about their understanding of the term human rights,'' and about their knowledge of rights in other countries and of means to enhance human rights. Two different forms of the interview were used, the first with 30 students from grades 4, 6, and 8, and the second with five students from grade 8 and four students from grade 4. In general, the majority of the children at all three ages said that various violations would be wrong even when there were no laws prohibiting the violations. However, when asked if these violations would be wrong if there was a law which allowed them, many of the children gave reasons to justify the situations. Examples of children's reasoning from both parts of the interview are cited in detail. (Author/SS)

ED 178 186 PS 010 968

Neff, Franklin W. Ahlstrom, Winton M.
Schools Without Failure Affect Student Outcomes.
Missouri Univ., Kansas City. Inst. for Community Studies.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Aug 78
Grant-NIMH-24859
Note-473p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Achievement, Administrator Role, Affective Behavior, *Classroom Environment, *Cognitive Ability, Comparative Analysis, Educational Research, Elementary Education, *Elementary School Students, Objectives, *Organizational Climate, Problem Solving, Productive Thinking, *Program Effectiveness, Rewards, Self Concept, Social Relations, *Student Attitudes, Student Reaction, Teacher Role
Identifiers-*Schools Without Failure

The purpose of this program evaluation was to provide a comprehensive assessment of the effectiveness of the Schools Without Failure (SWF) program. In a study of the SWF program in several schools in a midwestern, metropolitan school district, three sets of variables were measured: student outcomes, classroom characteristics reflecting SWF program elements, and school organization characteristics reflecting SWF program elements. Student variables assessed included achievement, productive thinking, sense of competence as a learner, responsibility, attitudes toward school, and ability to work with others. Classroom variables were involvement in learning, relevance of curriculum, responsibility, thinking, and success orientation. School organization variables consisted of goals, teacher role, principal role, rewards, and faculty group problem solving for program improvement. Several measurement instruments were employed in a two year comparison study of fourth and fifth grade students in SWF and control classrooms. Results indicate that the SWF program had no consistent impact on student cognitive variables but had a positive impact on affective/social variables. SWF classroom characteristics indicate possible positive cognitive and affective outcomes. Several SWF school organizational characteristics were associated with positive impact on student outcomes. In general, there were more findings of a favorable program impact than would be expected in a large, well-designed study. It is concluded that SWF programs are likely to have a favorable impact and unlikely to have a negative impact on student outcomes. (Author/RH)

ED 178 187 PS 010 969

Ogletree, Earl J.
Casper Hauser: An Enigma in Human Development.
Pub Date- 78
Note-14p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment), *Child Development, Intelligence, Language Development, *Neglected Children, Nutrition, Retarded Speech Development, *Sensory Deprivation, *Social Isolation, *Socialization
Identifiers-*Hauser (Casper)

This paper reports on the enigma of Casper Hauser (1812-1833), a child isolated from human contact for the first sixteen years of life. Upon his release (from incarceration in a cell), on the streets of Nurnberg, Germany in 1828, at the age of sixteen, he could barely walk, and could not talk. Although he appeared completely retarded, his senses were extremely acute; he possessed unusual sensitivity toward animals, people and metals. He had a phenomenal memory. After several years of socialization and education with an adopted family in Nurnberg, he learned to write, read, speak, calculate, paint and draw and to participate in the social activities and games of his time. He became a subaltern clerk at the local court of justice in Ansback. Casper Hauser's remarkable recovery from sixteen years of utter isolation (with only a diet of bread and water), contradicts all other historical and recent case studies that show the effects of early isolation are irreversible. In many cases, infants died from maternal deprivation. How did Casper Hauser manage to recover? His recovery is an enigma. (Author/RH)

Ogletree, Earl J.
Waldorf Schools: A Child-Centered System.
Pub Date- 75
Note-10p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Development, Curriculum, *Educational Innovation, Educational Methods, *Educational Philosophy, *Educational Programs, *Educational Theories, Elementary Secondary Education, Learning Processes, Teaching Methods
Identifiers-Reincarnation, Steiner (Rudolf), *Waldorf Schools

This paper presents an overview of the philosophy, psychology of learning, teaching methods, and curriculum of the Waldorf Schools. Most Waldorf teachers are influenced by the esoteric form of critical idealism propounded by Rudolf Steiner. The child is considered by Steiner to be a spiritual being who has reincarnated on to earth in a physical body. The teacher's responsibility is to liberate the spirit of the child for later service to humanity. The physical, etheric (energy), astral (soul) and ego aspects of a human being determine the subjects taught in the curriculum, their sequence and methods of presentation. Waldorf teachers use a kinesthetic, action-loaded approach which involves the child first in impulse expression, then emotion, and then in knowledge and skill development. Other features of the Waldorf approach are (1) continuous teachers: the class teacher stays with the class through the elementary grades, (2) main lessons: two hours each day are given to one subject at the beginning of each day for three weeks or longer, (3) no text books, (4) languages: children from the first grade on learn two foreign languages by the oral method, and (5) comprehensive and sequenced curriculum: subjects are arranged to follow Steiner's idea of the evolution of the development of man's consciousness. (Author/RH)

ED 178 189 PS 010 971

Health Assistance for Low-Income Children. Hearing Before the Subcommittee on Health of the Committee on Finance, United States Senate, Ninety-Sixth Congress, First Session on S. 1204.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.
Pub Date-25 Jun 79
Note-150p.; Chart on page 87 of the original document may be of marginal legibility due to small print size
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Children, Economically Disadvantaged, Eligibility, *Federal Aid, Federal Programs, Federal State Relationship, Identification, *Low Income Groups, *Medical Services, *Pregnancy, Primary Health Care, Welfare Services
Identifiers-*Child Health Assurance Program, Congress 96th, *Early Periodic Screening Diagnosis Treatment

This report of Senate hearings on health assistance for low income children presents the testimony of administration and public witnesses concerning Senate Bill S. 1204. The purpose of the bill is to broaden medical eligibility for children and pregnant women and to improve the delivery of preventive and other health care services to children under Medicaid. An attempt is made to legislate expansions of the Medicaid Early, Periodic Screening, Diagnosis and Treatment program to insure that the neediest children have an adequate level of basic health care. Communications from associations and organizations and additional information are included. (Author/RH)

Cryan, John R. Surbeck, Elaine

Early Childhood Education: Foundations for Lifelong Learning. Fastback 133.

Phi Delta Kappa, Bloomington, Ind.
Spons Agency-Phi Delta Kappa, Columbus, Ohio.
Pub Date-79
Note-64p.
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75, plus $1.00 handling fee on orders under $5 if payment is not enclosed)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Early Childhood Education, Educational Methods, *Family Day Care, Home Programs, *Home Visits, Infants, Models, Preschool Children, Preschool Education, *Preschool Learning, *Preschool Programs

This booklet provides an overview of the field of early childhood education. Three topics are discussed. First, the importance of early learning is emphasized in sections briefly indicating the nature of young children's thinking, their needs, and their individual differences. Second, summary descriptions are given of 11 models, programs and methods for teaching children between the ages of 3 and 6. Head Start, Englemann-Becker Model for Direct Instruction, Behavior Analysis Approach, Bank Street Approach to Early Childhood Education, Tucson Early Education Model, Responsive Education Program, Open Education Program, Demonstration and Research Center for Early Education, Montessori Method, Cognitively Oriented Curriculum Model, and the Learning to Learn Program are overviewed. Third, programs for infants and toddlers are described. Differences among three kinds of program the home visitor approach, the center-based approach, and a combination of these two are pointed out. It is concluded that child development is very complex, that schools and families must coordinate their efforts to influence development, that preschool programs in the long run may save taxpayer money, and that no single program model is best for all children. Program contact persons and agencies for infants and preschool children are listed. (RH)

Yahraes, Herbert
Developing a Sense of Competence in Young Children.
National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Scientific and Public Information.
Report No.-DHEW-ADM-78-643
Pub Date-78
Contract-NIMH-278-76-0033 (ST)
Note-13p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Development, *Child Rearing, *Competence, Curiosity, Discipline, *Early Experience, Individual Characteristics, Infancy, Intelligence, Interpersonal Competence, Language Development, *Parent Influence, *Preschool Children, Stress Variables

Findings from research investigating the development of competence in young children are summarized in this pamphlet. Characteristics of the competent 6-year-old, derived from the systematic observation of more than 100 children in various settings over a two-year period, are listed. A study aimed at identifying the kinds of experiences regularly associated with excellent or poor development is described and findings related to the child's attention seeking, service procuring, visual information gathering, language environment, aimless time, intellectual functioning, compliance, imitation, and exploratory experiences are discussed. Three major functions which were found to distinguish parents of competent children from other parents (designing the child's world, consulting with the child, and setting limits) are discussed. The importance of the first three years of life in laying the foundation for the development of competence is discussed and the particularly critical period from 6 to 24 months of age is examined in terms of the development of language, curiosity, aptitude in social relations, and intelligence. Two sources of particular stress in child rearing, the child's negativistic stage which occurs between 14 and 24 months and the spacing of children closer than three years apart, are discussed. Three major obstacles that families face in trying to provide optimum child rearing environments are identified and suggestions for overcoming these obstacles are offered. (JMB)

ED 178 192 PS 010 975

Lawrence, Jeanette A.

Components of Moral Judgment-Making Responses.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Aug 79
Grant-NIMH-R01-MH-27861
Note-39p.; Paper presented at the Annual Meeting of the Australian Psychological Society (Hobart, Tasmania, August, 1979); Part of Ph.D. dissertation, University of Minnesota, 1978 ; Parts may not reproduce clearly
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Church Related Colleges, *Cognitive Ability, *Cognitive Processes, Grade 9, *Graduate Students, Higher Education, *High School Students, *Moral Development, *Multidimensional Scaling, Philosophy, Secondary Education, *Tables (Data)
Identifiers-*Defining Issues Test, Kohlberg (Lawrence), Seminarians

The encoding and processing components of moral judgment-making responses were investigated by using a ``thinking aloud'' response mode to Rest's Defining Issues Test (DIT) of moral judgment. Three subject groups were asked to ``think aloud'' as they took the DIT: (1) 30 male and female graduate students from a philosophy department of a large university (mean age was 28.5 years); (2) 29 male and female ninth grade students; and (3) 16 male seminary students of a conservative, fundamentalist theological college (mean age was 27.4 years). Dimensions of moral judgment-making were investigated in the verbal protocols and in auxiliary tests of comprehension and evaluation of DIT items. Propositions expressed by the subjects were classified as cognitive operations used to (1) understand stimuli; (2) identify facts and issues; (3) weigh alternatives, and (4) apply moral criteria to the story dilemmas. Objective and ``thinking aloud'' responses differentiated groups. The philosophers obtained higher objective scores and used more complex cognitive procedures and principled moral criteria. The 15-year-olds and seminarians had lower objective scores and used less complex cognitive operations and non-principled moral criteria. Moral judgment responses were shown to be multi-dimensional and analyzable for cognitive and moral component propositions. (Author/SS)

ED 178 193 PS 010 976

Robinson, Bryan E.

MANDALA: Developing Parenting Skills Through a Simulation Game.

Pub Date- 77
Note-17p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Development, *Child Rearing, *Educational Games, *Family Life Education, *Instructional Aids, Parent Child Relationship, Parent Education, Parenthood Education, *Parent Role, Role Playing, *Simulation
Identifiers-*Mandala

A simulation game designed as a tool for teaching parenting skills is described. This board game, called MANDALA, guides participants through the process of rearing a child from conception to adolescence. Assuming the parenting role, players must cope with true-life experiences of their child. A throw of the dice sends players through the various stages of their child's development. Points are awarded along the way for coping correctly with problems, and one is encouraged to voice support of alternatives to various parent-child interactions as the game unfolds. The advantages of simulation games in family-life classes and parenting groups in lieu of more traditional educational techniques are discussed. The game format for MANDALA is presented and the procedures for playing are described in detail. Suggestions for versatile uses of MANDALA are presented. (Author/JMB)

ED 178 194 PS 010 977

Staff Data and Materials on Child Support.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.
Pub Date-19 Mar 79
Note-80p.; Committee Print, 96th Congress, 1st Session
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (CP 96-7, No price quoted)
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Child Welfare, Fatherless Family, *Federal Aid, Federal Legislation, *Financial Support, *Parent Responsibility, Public Support, *Welfare Problems
Identifiers-*Aid To Families With Dependent Children, *Social Security Act Title IV

The purpose of Part D of Title IV of the Social Security Act is to enforce the support obligations owed by absent parents to their children, locate absent parents, establish paternity and obtain child support from parents. This Senate report provides an overview of the child support enforcement program and 23 tables of statistical data. Many of the tables contain data from all states and territories for the years 1976 through 1978. Tables present information related to Aid to Families with Dependent Children (AFDC) and non-AFDC expenditures and populations. Part D of Title IV of the Social Security Act is appended. (RH)

ED 178 195 PS 010 978

Shure, Myrna B.

Promoting Social Competence: A Cognitive Strategy.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Applied Research Branch.
Pub Date-Sep 79
Grant-NIMH-20372; Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Behavior Change, *Children, Cognitive Processes, *Interpersonal Competence, *Interpersonal Problems, *Problem Solving, *Social Adjustment, *Training Techniques, Transfer of Training
Identifiers-*Social Competence

Training in Interpersonal Cognitive Problem Solving (ICPS) can be a means of promoting social competence and adjustment. Empirical findings suggest that the process of being able to consider multiple options for solutions of interpersonal problems is important for healthy adaptive functioning, even in children as young as 4 years of age. If one can or does consider only one or two solutions to a problem, no matter how good those solutions may be, the chance of his succeeding at solving the problem may be less than if he has a repertoire of solutions available to try again. Problem solving dialoguing, an ICPS skill, appears to be an important element in producing positive behavior change. The goal of dialoguing is to help children recognize a problem, consider what might have led up to it, and evaluate options and consequences. Formal dialoguing training closely simulates the use of dialoguing in real life situations. This may explain its effectiveness as a training technique. ICPS has the potential to reduce or prevent maladaption in a variety of populations. It has been used with retarded children, hyperactive youngsters, adult alcoholics, and short-term inpatients and is currently being tested with drug abusers, child abusers, depressed university students and pregnant teenagers. (JMB)

ED 178 196 PS 010 980

Meade, Anne, Comp.

New Zealand Early Childhood Care and Education Bibliography, 1965-1978 (with Annotations).

New Zealand Council for Educational Research, Wellington.
Pub Date-79
Note-88p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Child Care, *Child Development, *Early Childhood, *Early Childhood Education, Ethnic Studies, Family Life, Handicapped Children, Infant Behavior, Language Development, Media Research, Parent Education, Parents, *Research, Teacher Education
Identifiers-*New Zealand

This annotated bibliography cites approximately 500 research reports, theses and essays published in New Zealand on the subject of early childhood care and education. The entries have been grouped under 15 headings: child development, child language, early childhood education, ethnic studies, family life, handicapped children, infant behavior, media research, parent education, parent participation, parents, preschool teachers, programes, research, and training. An author index is provided for quick reference. (Author/SS)

ED 178 197 PS 010 981

Larson, Noel Ruth

Family Sexual Abuse Training Program.

Pub Date-79

Note-12p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Child Abuse, Community Service Programs, *Educational Programs, *Family Counseling, Family Problems, *Inservice Education, Intervention, Professional Development, Program Evaluation, *Sexuality, Welfare Services

Identifiers-*Incest, Minnesota

This report describes various aspects of an inservice training program for human service professionals concerned with family sexual abuse. Covered in the report are the content, objectives and phases of the training program, demographic information on the trainees, and a description of the types of evaluation conducted. The overall purpose of the training program was to enable professionals to skillfully intervene with families characterized by sexual abuse, to provide therapy for family members, and to develop additional resources in their own communities. The training content included child and adolescent psychosexual development, family systems theory, the impact of family sexual abuse on child development and the family system, addiction theory, personal attitude awareness, family member roles in incest, family intervention strategies, marital therapy, community development and program coordination, and sex therapy. The training involved three phases extending over a year's time. These phases focused on theory, process supervision, and community-based intervention. Sixty professionals from throughout the state of Minnesota participated in the training program. Evaluation was designed to help make adjustments in the program on a daily basis, to make the program accountable to the funding agency, and to provide a data base for a dissertation. (SS)

ED 178 198 PS 010 982

Mulligan, Vicki Bridge

The Effect on Primary Children's Classification of Occupations by Sex of a Social Studies Unit on Life in Rural China.

Spons Agency-Educational Research Inst. of British Columbia, Vancouver.
Pub Date-Aug 79
Note-165p.; Master's Thesis, University of Victoria
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Childhood Attitudes, *Classroom Research, Curriculum Development, *Elementary School Students, Foreign Countries, Foreign Culture, Grade 2, *Instructional Materials, Jobs, *Occupations, *Sex Role, Sex Stereotypes, Social Studies
Identifiers-*Canada

This master's thesis investigates the effects of exposing children to curriculum materials that show men and women can do the same work. Four classes of second graders served as subjects. All subjects were pretested on an occupational classification measure. Two of the participating classes were randomly selected to receive the experimental curriculum treatment. The experimental materials, consisting of a six-week social studies unit, represented male and female workers performing the same jobs in a Chinese commune. One class received a placebo treatment consisting of materials dealing with the children's own community and representing male and female workers doing different jobs. The fourth class served as a combarison group. Between pretests and posttests the number of jobs which subjects said could be done by both sexes increased significantly for one of the two experimental classes and for the placebo class. Children's responses on a subset of six jobs done by both male and female workers from the occupational classification measure were studied separately. Between the pretests and the posttests the number of subset jobs which subjects said could be done by both sexes increased significantly for both experimental classes and the placebo class. It was concluded that curriculum materials can be used to expand the number of jobs children classify as suitable for both sexes. (Author/RH)

ED 178 199 PS 010 984

Cohen, Monroe D., Ed.

Excellent Paperbacks for Children.

Association for Childhood Education International, Washington, D.C.
Pub Date-79
Note-57p.
Available from-Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, DC 20016 ($3.50, plus $0.35 postage/handling)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescent Literature, *Childrens Books, *Childrens Literature, Early Childhood Education, Elementary Secondary Education, *Paperback Books

References to more than 500 children's paperback books deemed outstanding in both content and format are compiled in this bibliography. Each citation contains author, title, illustrator, brief annotation, indication of age level (nursery, primary, intermediate, or adolescent), publisher, and price. Newberry and Caldecott Medal winners are noted. A subject index of eleven topics is included as well as an alphabetical title index, a list of publishers, a resource guide for parents, teachers, and librarians, and a list of selected publications of the Association for Childnood Education International (ACEI). (JMB)

ED 178 200 PS 010 986

Chabot, Marion Johnson And Others

Health Status of Children: A Review of Surveys, 1963-1972.

California Univ., Los Angeles. School of Public Health.
Spons Agency-Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.
Report No.-DHEW-HSA-78-5744
Pub Date-78
Grant-MC-R-60208-02
Note-294p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-022-00634-1, $4.50)
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Age Differences, *Children, Demography, *Diseases, *Health, Health Services, Injuries, Low Income Groups, Medical Services, *National Surveys, *Nutrition, Preschool Children, Socioeconomic Background, Special Health Problems, State Surveys, *Youth

This overview of health and illness among children and youth in the United States is based on national studies conducted between 1963 and 1972. Major sources of data were four on-going surveys of health conducted by the National Center for Health Statistics (DHEW): (1) the health interview survey relies on household interviews for information on acute and chronic illnesses, injuries, disabilities, costs and utilization of health services; (2) the health examination survey gathers health information, medical histories, and demographic and socioeconomic data for sample populations by direct examinations; (3) the health and nutrition examination surveys collect measures of nutritional status by interviews, clinical examinations and biochemical evaluations; (4) the hospital discharge survey consists of a continuous nationwide review of records from a sample of short-stay general and special hospitals to provide information on in-patient hospital utilization. Also reported are findings from three other studies: a ten-state nutrition survey; a study of nutritional status of preschool children in the United States, 1968-1970; and a study of adolescent health in Harlem. Among the results: (1) children and youth had an average of three acute illnesses a year; (2) obtaining dental care continued to be a problem for many children; (3) children from upper income families were hospitalized more often than children from low income families but their stays were shorter; (4) white children made more physician visits than black children, urban children made more than rural children, and children from high income families made more visits than low income families; and (5) substantial numbers of children and youth were poorly nourished. (Author/MP)

ED 178 201 PS 010 987

Miller, Catherine M., Ed. Chief, Elizabeth H., Ed.

Mother-Infant Studies: Subject Refusals and Sampling Bias.

Spons Agency-Grant Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date- 78

Grant-NICHD-HD-08195-01A2; Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bias, Middle Class Mothers, *Mother Attitudes, *Mothers, *Parent Child Relationship, *Pregnancy, *Research Problems

Identifiers-*Pregnancy Research Inventory

Do sampling biases introduced in studies requiring a large amount of time make those samples less representative than the samples in studies requiring less subject involvement? This question was explored in the context of mother-infant interaction studies by comparing maternal attitudes of two groups of primiparous mothers: 20 mothers who participated with their infants in 36 hours of observation and testing, and 17 mothers who refused to participate in that study but did spend 30 minutes completing a questionnaire. All subjects were white women between the ages of 17 and 29 from middle and lower middle class families. All subjects completed the Pregnancy Research Inventory (PRI), a measure of maternal attitudes, at the end of the eighth month of pregnancy. There were no significant differences between the two groups on any PRI scale. (Author/MP)

Miller, Catherine M., Ed. Chief, Elizabeth H., Ed.
Characteristics of State Plans for Aid to Families with Dependent Children Under the Social Security Act Title IV-A (and for Guam, Puerto Rico, & Virgin Islands).
Social Security Administration (DHEW), Washington, D.C. Office of Family Assistance.
Report No.-DHEW-SSA-78-21235
Pub Date-78
Note-226p.; Small print may be marginally legible
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-070-00315-0, $5.00)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Administrative Agencies, Blind, Child Welfare, *Eligibility, *Family Programs, Low Income Groups, *Needs Assessment, Older Adults, Parents, Physically Handicapped, *State Federal Aid, *State Standards, Welfare Agencies
Identifiers-*Aid To Families With Dependent Children, Guam, Puerto Rico, Social Security Act Title IV A, Virgin Islands

This program guide covers in outline form the characteristics of state public assistance plans for operating programs of Aid to Families with Dependent Children. The information for each state is presented in a series of pages with four subdivisions: Administration, Eligibility Requirements, Need Determination, and Extension of the Program. In addition, there are tables which list the titles of the state agencies, give the dates on which each of the programs was begun in each state, and explain the formula for federal financial participation in grants to the states for assistance expenditures. A separate section covers characteristics of the plans for Guam, the Virgin Islands and Puerto Rico for programs intended to aid the aged, the blind and the disabled. Included in an appendix are the following tables: (1) Monthly amounts for food and monthly amounts for all basic needs allowed in the state need standard for AFDC families compared with Department of Agriculture low, moderate, and liberal food cost plans; (2) Methods used by states to determine amount of assistance payment in AFDC; and (3) Amount for all basic needs and amount of payment to a family with no countable income. (Author/SS)

Miller, Peggy

Direct Instruction in Language and Speaking: A Study of Mother-Child Discourse in a Working-Class Community.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.; National Science Foundation, Washington, D.C.
Pub Date-Dec 78
Note-18p.; Due to small print size, Table 2 in appendix may be of marginal legibility; Paper presented at the New York Child Language Conference (New York, NY, December 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication Skills, *Imitation, *Infants, *Language Development, Lower Class, *Mothers, Parent Child Relationship, *Teaching Styles, *Verbal Communication
Identifiers-*Naturalistic Observation

A naturalistic-observational study of three inner-city, working-class mother-infant pairs was conducted to study early language development and maternal teaching styles. The subjects were three white 2-year-olds and their mothers. Observations were made under everyday conditions as the infants interacted with their mothers and other family members in their own homes. The observation sessions lasted one hour and were spaced at three-week intervals over a period of eight months. During these sessions the child's verbal and nonverbal behaviors were video recorded. Analysis was focused on direct instruction in language and

speaking. All three children received direct instruction primarily in naming people and things. This instruction took one of three forms: adult requests name, child requests name, or child volunteers name. There was considerable variation across the children in the frequency of naming instruction and in the distribution of forms of naming instruction. Analysis of one of the mother-infant pairs indicated that the mother changed across time from attempts to elicit imitations to the use of what-that questions. Her infant continued to achieve a high rate of correct responding despite the mother's decrease in help. The results not only fail to support past claims of language deprivation in working-class families, but also indicate that the mothers in this study believed in the importance of teaching their children to talk and did, in fact, engage in direct instruction in language and speaking. (Author/SS)

ED 178 204 PS 010 990

Yahraes, Herbert

What Research Shows About Birth Order, Personality, and IQ.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Scientific and Public Information.

Report No.-ADM-78-638

Pub Date-78

Contract-278-77-0033(ST)

Note-13p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 017-024-00797-8, $0.90)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anxiety, *Birth Order, Conformity, Family Characteristics, *Intellectual Development, Parent Child Relationship, Parent Influence, Peer Relationship, *Personality Development, *Research Problems, Sex Differences, *Siblings

This brief report summarizes the findings and conclusions of studies concerning the relation between birth order and various aspects of personality and intellectual development. Major topics discussed are the relation between birth order of the child and: (1) the effects of sex and spacing between siblings on personality characteristics of the child (self-confidence, aggressiveness, criticalness, jealousy, etc.); (2) parents' expectations of the child and amount of attention shown to the child; (3) the degree of anxiety shown in dangerous or unfamiliar situations, the degree of risk-taking behavior, and the degree of conformity; (4) masculinity and femininity; (5) popularity among peers; (6) family size and intelligence. The pamphlet also mentions a possible bias in some birth-order research due to the high percentage of firstborn children in the population compared to children in other ordinal positions. (SS)

ED 178 205 PS 010 991

Fuller, Renee

Has the Construct Intelligence'' Determined Our Perception of Cognitive Hierarchy?

Pub Date-Sep 79
Note-7p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Ability, *Cognitive Measurement, *Context Clues, Instructional Innovation, *Instructional Materials, *Intelligence, Intelligence Tests, Low Ability Students, Reading Comprehension, *Reading Improvement, Reading Research, *Retarded Children
Identifiers-*Ball Stick Bird Reading Method

The discovery that retarded children can learn to read with comprehension suggests a critique of current educational testing and teaching practices. IQ tests, consisting of segmental, out-of-context tasks, originally were based on turn-of-the-century educational techniques that emphasized rote and segmental learning. Currently, most IQ tests still present disconnected, segmental items and exclude in-context material. Recent experiments have shown that the Ball-Stick-Bird reading method, in which material to be learned is embedded in the context of stories, produces gains in reading ability among children with measured IQs as low as 20. These experiments have also shown that retarded subjects who learned to read stories with comprehension were subsequently able to follow written directions. Story comprehension may be a basic form of cognition which appears early in child development. Although it is recognized that adults invent stories to make sense of their emotions and to make their lives coherent, such story making behavior is not accorded much importance. Psychological and educational researchers have largely overlooked the importance of stories in cultures. This research suggests that embedding information in context may be crucial for cognitive development and may have implications for educational practice. (Author/RH)

ED 178 206 PS 010 992

Steinman, David R. Sawin, Douglas B.

Moderators of Boys' Aggressive Reactions to Violence: Empathy and Interest.

Pub Date-Sep 79
Note-10p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Behavior, *Age Differences, *Aggression, Cues, *Elementary School Students, Emotional Response, *Empathy, Identification (Psychological), Males, Peer Relationship, Reactive Behavior, *Television Viewing, *Violence

First and fifth grade boys' interest in a televised portrayal of violence and their expressions of empathic pain in response to the victims' pain cues were examined as variables moderating their aggressive behavior toward a peer. The 27 subjects viewed a violent videotaped stimulus which consisted of a fight between two men and which included segments that clearly revealed the pain cues of the victims of the violence. These cues consisted of vocalizations of pain as well as close-up shots of the victims' facial expressions of pain. In order to assess the subjects' affective reactions, video recordings of their faces were made as they viewed the televised stimulus. Following the televised violence and the recording of the facial expressions, the subjects' willingness to behave aggressively toward a peer was assessed using a modified version of Liebert and Baron's ``Help/Hurt'' apparatus. The subjects were put in a position of being able to hurt or help another child's chances of succeeding on a difficult task. Regression analyses indicated that empathic expressions of pain recorded on the faces of the older boys while viewing a victim's pain was negatively correlated with subsequent aggression toward a peer. In contrast, expressions of interest and pain during the high-violence segments of the televised violence significantly predicted higher levels of aggression toward a peer by the younger boys. These results are discussed in terms of older boys' ability to monitor their emotional arousal and to use arousal cues in the control of their aggressive behavior. (Author/MP)

ED 178 207 PS 010 993

Troll, Lillian E.
Grandparenting.
Pub Date-Sep 79
Note-9p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, Family (Sociological Unit), Family Influence, Family Relationship, Generation Gap, *Grandchildren, *Grandparents, Group Norms, *Individual Differences, *Interaction, Literature Reviews, Research Needs, *Sex Differences

To date, fewer than a dozen studies of grandparenting have been reported. While a serious reading of the available data is premature, several lines of inquiry and issues can be identified and discussed. This presentation explores six general topics: (1) age and cohort differences, (2) sex differences, (3) social group differences, (4) individual variations in style, (5) relation to the family as a system, and (6) reciprocal influence of grandparents and grandchildren. Self reports indicate age differences in feelings of closeness between grandchildren and grandparents. Male grandparents may attempt to influence their grandchildren more than do grandmothers, but grandmothers are more likely to have warm relationships with their grandchildren than are grandfathers. Relations with grandchildren appear to be more alike than different across ethnic and class groups. Different styles of grandparenting have been found to be characteristic of particular cultures, life stages, and personalities. Additional family studies which view the family as a system extending over several generations and focus on intra-family structures and functions are recommdended. Research indicates that grandparents and adult grandchildren acknowledge reciprocal attempts to influence each other on certain topics. (Author/RH)

ED 178 208 PS 010 994

Burton, John K. Wildman, Terry M.
Dual Coding in Children.
Pub Date- 78
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Elementary School Students, Grade 3, *Memory, Pictorial Stimuli, *Recall (Psychological), *Visual Stimuli, Word Lists
Identifiers-*Acoustic Coding, *Interference Effects, Long Term Memory, Short Term Memory

The purpose of this study was to test the applicability of the dual coding hypothesis to children's recall performance. The hypothesis predicts that visual interference will have a small effect on the recall of visually presented words or pictures, but that acoustic interference will cause a decline in recall of visually presented words and pictures, with the recall of words being worse than that of pictures. In addition, the degree of recall by interference task was predicted to be reversed from short term to long term memory within presentation types. Nouns were presented to 30 third grade children in picture, printed word or spoken word form and followed by visual, acoustic, simultaneous, or no interference. Recall of the items and of presentation type was elicited after each triad. After all triads were presented, children were asked to free-recall as many items as possible and to indicate presentation type as a measure of long term memory. Evidence of differential storage of printed words versus spoken words was detected in short term memory. All data showed superior recall for pictures. These results were generally consistent with Paivio's dual coding hypothesis and with findings of adult studies. However, the expected reversals from short term memory to long term memory were supported by the data only to a minimal degree and only at intermediate levels of interference. (Author/SS)

ED 178 209 PS 010 997

Warkentin, Lena

An Investigation of the Relationship Between Readiness Test Scores for Kindergarten Children and Achievement Scores Obtained at the End of Grades One and Two. S.S.T.A. Research Centre Report No. 62.

Saskatchewan School Trustees Association, Regina.
Pub Date-Jul 79
Note-12p.
Available from-Saskatchewan School Trustees Association, Research Centre, No. 400 - 2222 13th Avenue, Regina, Saskatchewan, Canada ($1.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Early Childhood Education, *Elementary School Students, Grade 1, Grade 2, Kindergarten, *Predictive Ability (Testing), Predictive Validity, *Prognostic Tests, *Reading Achievement, Reading Diagnosis, *Reading Readiness Tests, *Reading Tests
Identifiers-*Canada, Canadian Tests Of Basic Skills, Metropolitan Readiness Test

The primary purpose of this study was to investigate the relationship between Metropolitan Readiness Test (MRT) scores in kindergarten (MRTK) and grade one (MRT1) with the reading scores of the Canadian Tests of Basic Skills (CTBS) at the end of grades one (CTBSR1) and two (CTBSR2). A secondary purpose of the study was to determine whether the correlation between the MRT scores and the CTBS reading scores in grades one and two differed significantly when the MRT was administered at the beginning of kindergarten and when it was administered at the beginning of grade one. The population of the study consisted of grade two students in 51 schools in the Regina School Division. A random sample of 261 students was selected. Findings indicate that students who score high on the MRT are more apt to achieve success in reading and overall success in grades one and two than those who score low. These findings were also true for MRT subtests. The MRTK Alphabet, MRT1 Alphabet, MRTK Numbers, MRT1 Matching, and MRT1 Listening were the most accurate predictors of students' reading achievement in grades one and two. It is concluded that kindergarten and grade one teachers should identify specific areas of weakness in those children with low MRT scores. (Author/RH)

Brigham, Jeff
Assessing CDA Competencies Through Videotape Recording.
Boise State Univ., Idaho.; Idaho State Univ., Pocatello. Coll. of Education.
Spons Agency-Child Development Associate Consortium, Inc., Washington, D.C.
Report No.-CDA-007-03 (ISU)
Pub Date- 74
Note-49p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Autoinstructional Aids, Child Care Workers, Early Childhood Education, Postsecondary Education, *Preschool Teachers, *Professional Development, *Self Evaluation, Staff Improvement, Teacher Evaluation, *Training, Video Equipment, *Videotape Recordings
Identifiers-*CDA, Child Development Associate

This module introduces Child Development Associate (CDA) trainees to the use of videotape recording (VTR) for self assessment in teaching situations. A sequence or agenda of 15 VTR activities is the nucleus of the material. The agenda begins with a five minute pretest to provide CDA trainees a general awareness of their personal characteristics. Subsequent taping sessions on the agenda are 10 to 15, 15 to 20, and 30 or more minutes long. The longer tape episodes are designed to provide an extended examination of the CDA trainee's personal teaching strengths. Objectives, procedures and evaluation forms for the first eight activities on the agenda are provided. Operating and trouble shooting checklists for the videotape recorder and a series of preliminary videotaping activities are included in the module. (Author/RH)

ED 178 211 PS 011 000

Homan, Carolyn Clark And Others

Local Child Welfare Services Self-Assessment Manual: Part I - Checklists. (Revised Edition).

Urban Inst., Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.; Children's Bureau (DHEW), Washington, D.C.
Report No.-OHDS-79-30177
Pub Date-Sep 79
Contract-HEW-105-75-1113
Note-130p.; For Part II - Resources, see PS 011 001
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Publication No. OHDS-79-30177-Checklists, $4.75)
Pub Type- Tests/Questionnaires (160) - Guides - General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administration, Adoption, *Agency Role, *Child Welfare, Emergency Programs, Foster Homes, Home Programs, Performance Criteria, *Program Improvement, Residential Care, *Self Evaluation, *Welfare Agencies, *Welfare Services

This compilation of checklists was designed to facilitate internal agency improvements by providing a convenient and efficient framework for self-assessment of child welfare services. Checklists in question format are organized into seven sections arranged to reflect the sequence of decisions or activities that occur in an agency offering child welfare services. Following the introduction, the sections on emergency/protective services and intake/service choice are devoted to agency activities from initial service contact to ongoing service provision. The next four sections present the main service areas: in-home services, foster family care, adoption, and residential group care. The final section on case management/administration covers matters of general concern to all divisions of an agency providing child welfare services. Each checklist includes goals, performance indicator questions, objectives, and task achievement criteria questions. An agency's responses to these questions will indicate how actual agency outcomes in each service area compare with those that are generally considered best practice. (JMB)

ED 178 212 PS 011 001

Homan, Carolyn Clark And Others
Local Child Welfare Services Self-Assessment Manual: Part II - Resources. (Revised Edition).
Urban Inst., Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.; Children's Bureau (DHEW), Washington, D.C.
Report No.-OHDS-79-30176
Pub Date-Sep 79
Contract-105-75-1113
Note-252p.; For Part I - Checklists, see PS 011 000
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Publication No. OHDS-79-30176-Resources, $6.00)
Pub Type- Information Analyses (070) - Guides - General (050) - Reference Materials (130)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Administration, Adoption, *Agency Role, *Child Welfare, Emergency Programs, Foster Homes, Home Programs, Performance Criteria, *Program Improvement, Residential Care, *Self Evaluation, *Welfare Agencies, *Welfare Services

This compilation of resource materials was designed to facilitate internal agency improvements by providing a convenient and efficient framework for self-assessment of child welfare services. Resource materials are organized into seven sections arranged to reflect the sequence of decisions or activities that occur in an agency offering child welfare services. Following the introduction, the sections on emergency/protective services and intake/service choice describe agency activities from initial service contact to ongoing service provision. The next four sections present the main service areas: in-home services, foster family care, adoption, and residential group care. The final section on case management/administration covers matters of general concern to all divisions of an agency providing child welfare services. Each section highlights related research findings and provides a bibliography. (JMB)

ED 178 213 PS 011 002

Spinetta, John J. And Others

Talking with Children with a Life-Threatening Illness: A Handbook for Health Care Professionals.

Spons Agency-National Cancer Inst. (NIH), Bethesda, Md.
Pub Date-79
Grant-CA21254
Note-35p.
Available from-Childhood Adaptation Project, 8001 Frost Street, San Diego, CA 92123 ($1.00)
Pub Type- Guides - General (050) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adjustment (to Environment), *Children, *Communication Problems, *Coping, *Death, Family Relationship, *Helping Relationship, Parent Responsibility, School Responsibility, *Special Health Problems

This booklet is written for physicians, nurses, social workers, psychologists, and other health care professionals who must deal with children with a life-threatening illness. It is for health care professionals who seek to help the child live as normal a life as possible in spite of a difficult situation. In five sections, the writings and research of health care professionals who have written on this topic are reviewed and shared with the reader. Part A: Laying the Groundwork for Communication with a Child with a Life-Threatening Illness, contains discussions of parents' philosophical and emotional stance on death, and the concept of death among children in general and among seriously ill children in particular. Part B: Communication with Family Members, includes material on the family as a support system, siblings and spouses. Part C: Communication between Health Care Professionals and the School, provides guides for preparing the teacher and explores specific issues relative to school. Part D: Objections to Talking to a Seriously-Ill Child About Death, lists eight objections and provides answers to the objections. Part E: How to Talk to a Seriously-Ill Child about Death, suggests 11 highly subjective points to be discussed with a child, in an age-appropriate manner, at the child's own level of readiness. (Author/RH)

ED 178 214 PS 011 003

Poresky, Robert H.

A Community-Based Day Care Home Training and Support System in Kansas. Evaluation Report of the Demonstration Project.

Kansas State Univ., Manhattan. Dept. of Family and Child Development.
Spons Agency-Reno County Child Care Association, Hutchison, Kans.
Pub Date-Jun 79
Note-42p.; Some light print
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitudes, Certification, *Child Care Workers, *Community Programs, *Demonstration Projects, *Family Day Care, *Program Evaluation, Questionnaires, Self Evaluation, *Training
Identifiers-Satisfaction Scales, *Work Incentive Programs

A demonstration project designed to increase the number and quality of Family Day Care Homes available to Work Incentive (WIN) program clients in three Kansas communities was evaluated. All results are based on project trainees' voluntary, written responses to pretraining and posttraining questionnaires. Data on the trainees' background including licensing and certification status, satisfaction, home self-assessment, and attitudes are reported. County to county comparisons found statistical differences in trainees' age, education, general health and ethnic identity. Across trainee groups, certification rates varied significantly. Significant differences in the number of children in care among the three groups of trainees were found. The trainees' positive evaluation of the training is reflected in the significant gain in their posttest satisfaction scores pertaining to training and was supported by gains on the Day Care Self-Assessment Instrument. Similar gains were not found on the attitude measure. Evaluation instruments included demographic, trainee satisfaction, day care self-assessment, attitude, and training questionnaires, which are appended. (Author/RH)

Griggs, Ruth Marie, Ed.
Comprehensive Developmental Screening Model.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Note-84p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Age Differences, Educational Programs, Identification, *Models, *Preschool Children, Preschool Education, *Program Development, *Program Planning, *Screening Tests
Identifiers-*Indiana

A comprehensive developmental screening model (CDSM) was designed to help local education agencies (LEAs), in Indiana, plan, develop, and implement screening programs for 3-, 4-, and 5-year-old children. The CDSM is presented in three parts; Part I provides both empirical and philosophical support to the reasons for developing a screening program; Part II addresses individual components of the screening process for planning through instrument selection to implementation and method of delivery; and Part III provides some guidelines to assist the screening coordinators involved in actual implementation of the screening procedure. To validate the usefulness of the CDSM, three LEAs were selected to pilot-test the procedures. Four criteria were considered in selecting these pilot sites: geographic location; diversity of population; size of population; and local need and interest. Summary of the pilot sites screening programs along with some recommendations based on evaluating the administration of the total program and the implementation procedure of the pilot sites, are presented in Appendix D. Other appendices include instrument reviews and summary charts, a list of participating organizations, parent communications and references. (Author/MP)

ED 178 216 PS 011 008

Jones, Russell T. Kazdin, Alan E.
Teaching Children How and When to Make Emergency Telephone Calls.
Spons Agency-National Institutes of Health (DHEW), Bethesda, Md.
Pub Date-17 Jun 79
Grant-5507-RP07084-13
Note-26p.; Portions of this paper were presented at the Annual Convention of the Association of Behavior Analysis (5th, Dearborn, MI, June 17, 1979)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Science Research, Behavior Patterns, Classroom Research, Discrimination Learning, Early Childhood Education, *Elementary School Students, Feedback, *Fire Protection, Modeling (Psychological), *Operant Conditioning, Preschool Children, Reinforcement, *Safety Education, *Simulators, *Training

This paper reports to two experiments designed to develop a behavioral procedure to teach young children emergency dialing skills. Experiment 1 evaluated the effects of a behavioral procedure administered by the classroom teachers. In the classrooms training focused upon making phone calls in emergency situations. Six steps in emergency dialing were taught to young children in a period ranging from 7 to 15 days. Three conditions were compared: behavioral training, teacher-devised training, and no training. The conditions were administered to six classes at two different schools. The subjects were 33 males and 27 female children (mean age 5 years, 1 month; range 3 years to 6 years). The behavioral training program led to significantly greater improvements in emergency dialing skills when compared to teacher-devised and no-training conditions. Experiment 2 examined a discrimination training procedure with selected subjects from Experiment 1 to ensure that the children not only knew how to make the emergency phone calls but also knew when to make them, i.e., under what conditions. Training on when to make emergency telephone calls was provided over a 30-day period. In a multiple-baseline design across children, training improved performance in discriminating when to make the phone calls. While the results do not necessarily reflect changes in overt behavior outside of the context of training, this study demonstrates the effects of behavioral intervention on young children's emergency dialing. (Author/RH)

ED 178 217 PS 011 009

Kalyan-Masih, Violet

A Longitudinal Study of the Cognitive Development of 3-5 Year Old Rural Children in the State of Nebraska, U.S.A.

Spons Agency-Nebraska Univ., Lincoln. Agricultural Experiment Station.

Pub Date-Jun 79

Note-15p.; Paper presented at the Biennial Congress of the International Society for the Study of Behavioral Development (5th, University of Lund, Sweden, June 25-29, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, *Cognitive Development, Cognitive Processes, Concept Formation, *Developmental Stages, Longitudinal Studies, *Preschool Children, *Rural Areas, Task Performance

Identifiers-*Nebraska, *Piaget (Jean)

This study is part of a longitudinal research project which investigated the cognitive and social development of rural children (ages 3-5, 6-8, and 9-11 years) in eight states of the U.S.A. This paper, however, reports only the cognitive development of 3- to 5-year-old subjects in rural Nebraska from 1976-1978. The longitudinal sample plus control cohorts added in 1977 and 1978 consisted of 40 3-year-old, 57 4-year-old, and 75 5-year-old children. Six Piagetian tasks from the Nebraska-Wisconsin Cognitive Assessment Battery (NWCAB) were used to collect data: (1) relations task 1 (RT1) - determines how the child seriates with one variable; (2) relations task 2 (RT2) - measures a child s ability to seriate with two variables; (3) classification task 1 (CT1) - assesses the child's ability according to his freely chosen criterion and according to a given specified criterion; (4) number-length 1 (NLT 1) - assesses the child's understanding of the conservation of number; (5) number-length 2 (NLT2) - assesses the child's mastery of conservation of length in the identity format; and (6) number-length 3 (NLT3) - assesses the child's mastery of conservation of length in the equivalent format. These tasks were administered to the three-year longitudinal sample in 1976, 1977, and 1978; to the two-year sample, in 1977 and 1978; and to the control-cohort in 1978 only. Among the results it was found that: (1) NLT2 and NLT3 proved too difficult for this age group (they were excluded from the data analysis); (2) scaled scoring on the NWCAB tasks for 3- to 5-year-old children reflected a progression from preoperational intuitive reasoning to a somewhat higher level of thinking. These findings tentatively support the Piagetian theory of cognitive structural change between the early and middle preoperational periods. (Author/MP)

Kalyan-Masih, Violet

Piagetian Perspective in Draw-a-House Tree Task: A Longitudinal Study of the Drawings of Rural Children in the State of Nebraska, U.S.A.

Spons Agency-Nebraska Univ., Lincoln. Agricultural Experiment Station.
Pub Date-Jul 79
Note-18p.; Paper presented at the NATO International Conference on Intelligence and Learning (York, England, July 16-20, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childrens Art, *Developmental Stages, Elementary Education, *Elementary School Students, *Freehand Drawing, *Intellectual Development, Longitudinal Studies, Visual Perception
Identifiers-*Draw a House Tree Task, *Luguet Piaget Sequence of Graphic Representation

Children's drawings of ``a house with a tree behind it'' were analyzed for (1) developmental changes in graphic representation over a 3-year period; (2) relationship with Piagetian tasks (the Nebraska Wisconsin Cognitive Assessment Battery of the NC-124), Peabody IQ, and WISC-R; and (3) correspondence with the Luquet-Piaget sequence of graphic representation - scribbling, fortuitous realism, failed realism, intellectual realism, and visual realism. Forty 3-year, 41 6-year, and 40 9-year old children from rural Nebraska were tested in 1976, 1977, and 1978. Additional cohorts were added in 1977 and 1978 as controls for repeated test effects. The total sample consisted of 121 3-, 6-, and 9-year-old children in 1976, 173 4-, 7-, and 10-year-old children in 1977; and 244 5-, 8-, and 11-year-old children in 1978. Developmental changes in performance on the House-Tree task were significant, even with repeated test effects controlled. Performance corresponded significantly with performances on the selected Piagetian tasks and WISC-R Block Design at all ages. Regression equations were computed for prediction. The Luquet-Piaget sequence was inferred with additional intervening strategies between intellectual and visual realism. The House-Tree task appears to have potential for assessing the cognitive development of younger children. (Author/SS)

ED 178 219 PS 011 011

Olsho, Lynne Werner And Others

Frequency Discrimination in Young Infants.

Pub Date-Sep 79

Note-9p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Auditory Discrimination, *Aural Stimuli, *Discrimination Learning, *Infant Behavior, *Infants, Reinforcement

Identifiers-*Frequency Discrimination (Auditory)

Frequency difference thresholds were determined for fourteen 4- to 9-month-old infants (mean age, 6 months 10 days) using a discrimination learning paradigm, following a one-up, two-down staircase procedure. The subject heard 500 msec tone bursts repeated at a rate of one per sec, with a fixed standard frequency. At various points in this pulse train, the frequency of the tone burst changed for 6 sec. If the infant turned his head 45 degrees to his right within the 4 sec response interval following the change in frequency, a visual reinforcer was activated for 2 sec. Once the infant had learned the task with a relatively large frequency change, (96 Hz), the size of the frequency change was systematically decreased on each subsequent trial until the infant failed to turn, then increased again, and so on, in order to obtain an estimate of the smallest difference in frequency that the infant could detect. Following two correct responses, the frequency difference was decreased by one step; after one incorrect response the frequency difference was increased by one step. The results showed that infants could detect 2-3% changes in frequency at 1000, 2000, and 3000 Hz, while adults detected changes on the order of 1%. This finding supports the contention that infants could be using frequency difference as a cue in speech discrimination tasks. (Author/SS)

ED 178 220 PS 011 012

Sullivan, Mary

Task Force on Confidentiality in the Adoption Program: A Report to the California State Department of Health.

California State Dept. of Health, Sacramento.
Pub Date-14 Jul 77
Note-37p.
Pub Type- Reports - General (140) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adoption, *Case Records, *Changing Attitudes, Children, *Confidentiality, *Confidential Records, Parents, *Public Policy
Identifiers-*California, Recommendations

This report contains the findings and recommendations of a task force established to develop a comprehensive statement regarding the confidentiality of adoption records and to define the scope of information (background and/or identifying) to be shared with birth parents prior to placement of a child for adoption, adoptive parents at the time of placement, and adoptees upon request. The introductory section of the report contains a description of the events leading up to the formation of the task force and a brief statement of task force objectives. Section 2 presents a list of the 24 task force members. In Section 3, issues which shaped the general background of task force discussions are delineated. The 14 major findings of the task force are enumerated in Section 4 and the reactions of selected birth parents to these findings are presented in Section 5. Section 6 contains recommendations made by the task force in four areas: (1) access to nonidentifying information, (2) access to identifying information, (3) adoption records, and (4) registration system. Section 7 contains a summary statement. (JMB)

ED 178 221   PS 011 013

Finnegan, Loretta P., Ed.

Drug Dependence in Pregnancy: Clinical Management of Mother and Child. Services Research Reports and Monograph Series.

Wayne County Dept. of Substance Abuse Services, Detroit, Mich.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Report No.-ADM-79-678
Pub Date-79
Grant-NIDA-5-H81-DA-01496-03
Note-120p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-024-00799-4, $2.50)
Pub Type- Information Analyses (070) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Birth, Clinical Diagnosis, *Drug Addiction, *Medical Treatment, *Mothers, *Neonates, Physician Patient Relationship, *Pregnancy, Rating Scales
Identifiers-Neonatal Abstinence Scoring System, *Psychotropic Drugs

This resouce manual compiles research findings concerning treatment of pregnant addicts. Major topics covered are: (1) prevalence and classification of psychotropic drug use; (2) pharmacologic effects on mother and infant; (3) clinical management during pregnancy; (4) management of labor, delivery, and the immediate post-partum period; (5) management of the newborn; and (6) continuing care of mother and infant. Included in the appendix is a Neonatal Abstinence Scoring System for use in monitoring the passively addicted infant in an objective and comprehensive way. (Author/SS)

ED 178 222 PS 011 023

Nelson, Katherine

Children's Long-Term Memory for Routine Events.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Sep 79

Grant-BNS-78-25810

Note-10p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, Child Role, *Experience, *Memory, *Preschool Children, Recall (Psychological), *Scripts, Time Perspective

The knowledge system of the young child is considered script-based, where script is used (in the Schank and Abelson 1977 sense) as a frame defining an expected sequence of actions in a given context involving props, scenes, and actors. This study was concerned with how scripts may be influenced by the structure of different events and the child's experience with them. Forty children, ranging in age from 2 years, 11 months to 5 years, 6 months, divided into younger (under 4,5) and older (over 4,5) groups, reported twice on 6 events selected to reflect differences in familiarity, social character, centrality of child's role, affectivity, and the basis for and variability in the temporal structure. Examples of events were: getting dressed in the morning, making cookies, going to the grocery store, going to a restaurant, going to a birthday party, and having a fire drill. Results indicated that older children reported more acts, and events low in personal

involvement and/or familiarity elicited less output. There was no overall age difference for act consistency; however, there were age differences for individual events due to amount of child responsibility in events and event complexity. Both groups showed few errors on act sequence consistency. Temporal terms were apparently used by younger children only when temporal structure was compelling, while older children used temporal terms for all events. (Author/MP)

ED 178 223 PS 011 031

Mulhern, Raymond K. Passman, Richard H.
Children's Gender and Responsiveness to Their Parents Influence Parental Discipline.
Pub Date-Mar 79
Note-24p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Discipline, Fathers, *Interaction Process Analysis, Mothers, Parent Child Relationship, *Parents, *Preschool Children, Preschool Education, *Punishment, *Rewards, *Sex Differences
Identifiers-*Child Effects

This study investigated the interaction of child and parent gender with child responsiveness in determining parents' later selection of discipline. Participants were 40 parents and their preschool children (ten pairs each of mother/daughter, mother/son, father/daughter, and father/son combinations). After being separated from his or her child, each parent was told that the child was assembling a puzzle in an adjacent room and that the parent was to monitor the child's performance telemetrically. The child's successes and errors were indicated by a tone or buzz respectively and were registered on digital counters. The parent was to indicate on console pushbuttons the number of candies (0 to 9) to be added to the child's supply for a success or to be subtracted for an error so that the child would best learn how to do the puzzle. In reality, the child was playing in an adjacent room, and the events that the parent believed were being produced by the child were experimentally manipulated. In baseline, the child appeared to make 50% successes independently of the parent's teaching strategy. Successes then became contingent upon the parent's selection of high, and later low, intensities of punishment for errors. Finally, 100% errors were programmed regardless of parental punishment. Results indicated that the parents' and children's gender and the children's apparent responsiveness to parental discipline combined to determine the parents' administrations of rewarding and punishing consequences for the children's behaviors. (Author/JMB)

ED 178 224 PS 011 032

Olney, James Wilson, Susan

Access to Adoption Records: Statutes in the Fifty States. Research Monograph.

Oregon State Legislative Administration Committee, Salem.
Pub Date-1 Feb 78
Note-9p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adoption, *Case Records, Confidentiality, *Confidential Records, *Court Cases, *Laws, *State Legislation

Laws of the 12 states which permit access to records of adoption proceedings without a court order are summarized. Statutes on access to adoption records for all 50 states are presented in tabular form and two recent court cases concerning adoption record access are described. (JMB)

ED 178 225 RC 011 185

Heuving, Jeanne
Fisherman on the Puyallup.
United Indians of All Tribes Foundation, Seattle, Wash.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-40p.; Not available in paper copy due to publisher's request
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indian Education, *American Indian Literature, Childrens Literature, Cross Cultural Studies, Cultural Awareness, *Cultural Background, Illustrations, Intermediate Grades, Natural Resources, *Observational Learning, Reservations (Indian), Social Studies Units, Tribes
Identifiers-*Puyallup (Tribe), Salmon Fishing, Washington

For as long as anyone can remember the Puyallup Indians have been fishing the Puyallup River. It is the time of the yearly salmon run and Seeyap, a young Puyallup boy, is learning to fish with his grandfather. Salmon will only come up river when the tide goes out, so it is very early in the morning that Seeyap and his grandfather start out in the motor boat, string the long net across the river, and drift with the current. They catch nothing; it is much harder to fish now with all the industry along the river. A thunderstorm approaches, and when it is over, salmon are jumping and starting the trip up stream. The grandfather explains that the storm has cooled the water and told the fish it is time to go home. Now they catch many salmon. Some they will sell, some they will keep for themselves, and the very first one they will save for the traditional celebration dinner. Seeyap is sure that someday he will be a fisherman on the Puyallup. This intermediate level, illustrated book is intended for use in a social studies curriculum. It seeks to remind children that Indians exist in today's society and to acquaint them with aspects of the Puyallup culture, including characteristics of drift fishing and that it is done for reasons of subsistence and income. Children also learn of the salmon's migration, the factors affecting it, and how industry is imperiling it. An accompanying teacher's manual provides learning activities and background information. (DS)

ED 178 226 RC 011 186

A Teacher's Guide to Fisherman on the Puyallup.
United Indians of All Tribes Foundation, Seattle, Wash.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-17p.; Not available in paper copy due to publisher's request
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Education, American Indian Literature, *Childrens Literature, Cross Cultural Studies, Cultural Awareness, *Cultural Background, Intermediate Grades, *Learning Activities, Reservations (Indian), *Social Studies Units, Tribes
Identifiers-*Puyallup (Tribe), Salmon Fishing, Washington

Learning objectives, discussion questions, activities, background information, and a resource bibliography are presented in this teacher's guide to Fisherman on the Puyallup'', which is the tale of a young Puyallup Indian boy who is learning to fish for salmon. Recommending that the book should be read aloud as part of an intermediate social studies curriculum, the guide suggests consideration of: (1) the historical continuity of Indian life on the Puyallup; (2) similarities and differences between the life of the Puyallup Indians of long ago and today; (3) the characteristics and skills of drift fishing; (4) the first fish ceremony; (5) the yearly migration of the salmon; and (5) the factors endangering the salmon migration. Background information is provided so that the teacher may acquaint students with the fishing controversy in the state of Washington. Field trips to a fish ladder and a reservation fisheries program are also recommended. The Where to go from here'' section features ways in which the story may be related to students' existing sense of the world. It suggests such activities as identifying and locating Indian reservations in the United States, noting how many names of geographical features, cities, counties, and states are Indian words, studying the Indians of Puget Sound, and examining contemporary Indian life in America. (DS)

ED 178 227 RC 011 469

Report to the Legislature by the Native American Heritage Commission on Protection of Native American Sacred Places in California.

Native American Heritage Commission, Sacramento, Calif.
Spons Agency-California
Pub Date-1 Jan 79
Note-22p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indians, *Cultural Background, Federal Legislation, *Land Use, Laws, *Religious Factors, State Legislation, State Programs
Identifiers-California, Cemeteries, Cultural Preservation, *Native American Heritage Commission CA, *Religious Sites

Created by act of the California Legislature in September of 1976, the Native American Heritage Commission seeks to identify and protect places of cultural significance to California Native Americans and to safeguard Indian religious rights. The Commission, which is composed entirely of Native Americans, provides community services to solve the heritage problems of the California Indian community. These have included public hearings to resolve confrontations, conferences for Indians on the extent of existing heritage laws, investigations of complaints, and assistance in obtaining access to ceremonial and sacred sites on public and private lands. Legislative efforts have included drafting and sponsoring heritage legislation on behalf of the statewide Indian community. Despite recent gains in the protection accorded Indian heritage and religious freedom, the Commission has determined that a number of inadequacies remain in existing state and federal laws for the reasonable protection of Indian heritage rights. There are administrative and procedural omissions in the protection of Indian heritage by agencies of the executive branch of the state government and by federal law and policy. The Commission recommends that the Legislature broaden the statutory protection of sacred places specifically and Indian heritage generally and grant the state executive branch the authority to undertake the correction of deficiencies and problems identified in this report. (Author/DS)

ED 178 228 RC 011 479

Koenig, Del M. McCormick, Richard

North-South Dialogue. A Report of a Videotape Communications Research Project.

Saskatchewan Univ., Saskatoon.
Spons Agency-Donner Canadian Foundation.
Pub Date-Aug 78
Note-95p.
Available from-Indian and Northern Education Program, University of Saskatchewan, P.O. Box 6, Saskatoon, Saskatchewan, Canada ($4.50)
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Audiences, *Canada Natives, Communication Problems, *Cooperative Planning, Cultural Factors, *Delivery Systems, Demonstration Projects, Distance, Field Studies, Information Dissemination, *Participant Involvement, Program Coordination, Program Evaluation, *Programing (Broadcast), Television, Video Equipment, *Videotape Recordings
Identifiers-Saskatchewan

The North-South Dialogue Videotape Communication Project was an applied research program designed to assess the use of video programming as an aid to intercultural communication between isolated northern Canadian communities and southern educators. Project staff produced five video programs focusing on the culture and interests of northern people; programs were shown over a two-month period to groups of 20-30 residents of 3 northern Saskatchewan communities (Fond du Lac, Patuanak, and Stanley Mission). Response to the programs was generally favorable; viewers preferred soundtracks combining English and a native language and were sensitive to the quality of translation; they requested more programs about northern people, the old way of life, and native people in other places. The project demonstrated that color video programming can be used in a North-South information delivery system if northern people are involved in all stages of program development and if staff can be recruited who have the necessary technical skills as well as the ability to communicate and work cooperatively with native people. (JH)

ED 178 229 RC 011 496

State of Wisconsin Evaluation Conference Summary; E.S.E.A. Title I Migrant Education Programs Summer of 1978.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.
Pub Date-78
Note-20p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, Administrator Responsibility, Educational Objectives, Migrant Children, *Migrant Education, Organizational Communication, Program Design, *Program Evaluation, Program Improvement, *Summer Programs, Surveys, *Teach[illegible] Attitudes, Teaching Techniques
Identifiers-*Elementary Secondary Education Act Title I, *Wisconsin

In August of 1978 an ESEA (Elementary and Secondary Education Act) Title I education conference was held to obtain an evaluation of the migrant education programs operated in Wisconsin during the summer of 1978. Five forms were used to collect information from the 47 conference participants with specific forms directed toward instructional staff, classroom teachers, project directors, administrators-site coordinators-recruiters, and all participants. Questions were designed to (1) find how much or if the participants knew about a given topic; (2) obtain the participants' evaluation of a given topic; and (3) find out what action the respondent would recommend in a given area. Item content covered program goals and objectives, state plan, role definitions/division of authority, communication patterns, overall program design, program impact, and conference evaluation. When asked to list the greatest assets and weaknesses of the Title I migrant education project, teachers most frequently listed staff and educational opportunities that would otherwise not be offered as positive factors. Student/parent attitudes was the most frequently mentioned negative factor. The most successful materials, games and activities listed by teachers included tapes and cassettes, consonant bingo, finger plays and field trips. Directors were negative in their comments on the Migrant Student Record Transfer System. Tabular data are used to summarize participants' responses in the categories cited. (DS)

ED 178 230 RC 011 497

National Advisory Council on the Education of Disadvantaged Children. Special Report on Migrant Education.

National Advisory Council on the Education of Disadvantaged Children, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Note-18p.; Inside front cover may not reproduce due to smallness of print size

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Access to Education, Agricultural Laborers, Disadvantaged Environment, Disadvantaged Groups, Disadvantaged Youth, Economic Factors, Educational Needs, Federal State Relationship, *Government Role, Housing, Interagency Cooperation, *Legislation, *Migrant Education, Migrants, Needs Assessment, Program Evaluation, *Programs, Seasonal Laborers, Social Factors, State Federal Aid, State Programs, Welfare Services

Identifiers-*Elementary Secondary Education Act Title I, Interstate Cooperation

The unique problems of migrants require increased sensitivity by all levels of policymakers. Educational programs cannot be developed in law and then ignored in practice if worthwhile results are to be achieved. Federal and state level program goals and objectives must be further refined and effectively implemented at the local level. The specific cognitive skill areas and other educationally related needs of each migrant student must be defined. Important to this identification and the effective delivery of services is (a) comprehensive assessment of individual and group needs, (b) identification of all existing resources, (c) coordination of services available, and (d) the planning of specific activities by each service to meet the student's needs. Information gained through parent involvement, regular Title I services, and administrative and social experiences of those operating migrant education programs is necessary to tailor services to needs. The comprehensive packaging of services should be an outgrowth of and related directly to the special needs of each migrant child. Migrant student achievement cannot be improved solely through the academic instruction or supportive resources of ESEA, Title I; the social and economic conditions of the student's daily life must be considered in the planning and delivery of effective services. Local programs incorporating health, nutrition, counseling and related services supported by federal and/or state resources have been observed by the Council. (Author/NEC)

ED 178 231 RC 011 546

Harris, Jean, Comp. And Others

Outdoor Education Fifth Grade.

Dixon Public Schools, N.J.
Pub Date-77
Note-113p.; Contains some light print
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Art Activities, *Curriculum Development, Elementary School Mathematics, Elementary School Science, *Environmental Education, Experiential Learning, Grade 5, *Intermediate Grades, Language Arts, *Learning Activities, Lesson Plans, *Outdoor Education, Social Studies Units, *Units of Study
Identifiers-*Dixon Public Schools IL

Learning activities, lesson plans, and various resource materials are contained in this guide for the fifth grade outdoor education program in the Dixon Public Schools, Dixon, Illinois. Well over 100 activities are suggested, and many of these are described in detail. Although some information is specific to the Dixon program, which has access to a large camp with wilderness areas, most activities can be adapted to any outdoor environment. Activities for the classroom and the outdoors are organized under the following subject areas: mathematics, social studies, language arts, natural sciences, reading, and the arts; winter outdoor activities are also listed. The section on the natural sciences lists 22 activities including study of local geology, exploration of streams and ponds, and observation and prediction of weather. In addition to lesson plans, student worksheets, and quizzes, a wide variety of background information is provided on plant and animal identification, regional geological history including glaciation, and rock and fossil identification. Math activities use the environment to learn measuring and estimating distances, quantities, and velocity; both metric and standard units are used, and charts and other information for metric conversion are included. (JH)

ED 178 232 RC 011 547

Densmore, Tom, Comp. And Others

Sixth Grade Outdoor Education Program. Outdoor Curriculum Guide.

Dixon Public Schools, N.J.

Pub Date-78

Note-195p.; Contains some light print

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Art Activities, Curriculum Development, *Environmental Education, *Experiential Learning, Grade 6, *Group Activities, Group Relations, Instructional Materials, Intermediate Grades, *Learning Activities, *Outdoor Education, Problem Solving, *Recreational Activities, Resident Camp Programs, Resource Materials, Safety, Socialization, Units of Study

Identifiers-*Dixon Public Schools IL

Compiled for teachers whose sixth grade students participate in the resident camping program of the Dixon Public Schools (Dixon, Illinois), this guide offers extensive and detailed information for use in planning the camp curriculum. Activities are suggested for environmental study, group socialization, and recreation. Environmental study units include orienteering, weather study, identification of plants and animals, geology, and astronomy. Background information is included for each unit along with suggested activities, instructions, and lists of materials needed. The geology section, for example, provides information on regional geological history, illustrations of fossils commonly found in the area, and procedures for conducting soil study and gully study units. Socialization activities require group problem solving efforts and facilitate the sharing of experiences. Recreation covers the evening campfire from fire building to songs and skits, art projects using natural materials, 15 types of hikes that develop awareness of natural surroundings, and outdoor cooking including menus and 80 recipes for outdoor meals. The guide lists safety and emergency procedures specific to the program as well as first aid measures for common camping injuries. (JH)

ED 178 233 RC 011 576

Quintanilla, Guadalupe C. Silman, James B.
El Espiritu Siempre Eterno Del Mexico Americano (The Always Eternal Spirit of the Mexican American).
Pub Date-77
Note-180p.
Language-Spanish
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Bilingual Education, Cross Cultural Studies, *Cultural Awareness, *Cultural Background, Cultural Education, Cultural Enrichment, Cultural Events, *Folk Culture, Folklore Books, Instructional Materials, Intermediate Grades, Language Arts, Legends, *Mexican Americans, *Multicultural Education, Secondary Education, *Spanish, Tales

Twenty stories and essays suitable for intermediate and secondary grades illustrate the enduring spirit of Mexican American life, legend, custom, and culture. The Spanish language book describes the ceremonies of baptism, engagement, marriage, and the ``quinceanera'' (a girl's 15th birthday). Folklore (magic spells, superstitions, ``cuentos'' or tales, the legend of the Virgin of Guadalupe) and customs (Christmas ``posadas'', religious promises or ``mandas'', and the elaborate rodeos known as ``charreadas'') are explained as are such aspects of Mexican American culture as music, dancing, and machismo. Several chapters are devoted to current issues including the women's movement, energy sources, and political participation. Each story or essay is followed by a series of questions and a written exercise. A Spanish-English vocabulary list completes the book. (SB)

ED 178 234 RC 011 648

Rogers, Robert J.
Leading to Share Sharing to Lead.
Council of Outdoor Educators of Ontario.
Pub Date-79
Note-49p.; Not available in paper copy due to author's preference
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Environmental Influences, Experience, Experiential Learning, *Instructional Materials, *Leadership Qualities, *Leadership Training, *Objectives, *Outdoor Education, Physiology, Psychology, Responsibility, Safety, Skill Development, Sociology, Teaching Methods, Training, *Training Techniques
Identifiers-*Adventure Education

An outline for training leaders of outdoor adventure activities containing both the method by which leaders should be trained and the material which should be presented during the training is presented. Because the outline concerns itself with the skill of leadership, it is applicable to a wide variety of outdoor educators including those involved in backpacking, canoeing, camping, sailing, rock climbing, schools, or camps. Using the four essential components of outdoor adventure experiences agreed upon by the Council of Outdoor Educators of Ontario (environmental behavior, personal growth, technical skills, and safety) as the end product of adventure activities, a scheme for developing people capable of realizing these objectives is developed. A central theme of the scheme is developing objective judgement as a key to leadership. The facts required of a leader are presented under six broad areas: environmental, physiological, psychological, safety, sociological, and technical. In each area specific modules of information are outlined, i.e., man's micro and macro climates, hypothermia/hyperthermia, human behavior and personal interaction, weather, group security, navigation, and legal liabilities. The stages of the required process for leadership development (chronologic maturity, participant experience, technical motor skills, and apprentice leader experience) are discussed. (Author/NEC)

ED 178 235 RC 011 660

Edington, Everett D.
Rural Education Key Policy Issues.
Pub Date-9 Dec 79
Note-26p.; Paper presented at the Interamerican Congress on Educational Administration (1st, Brasilia, Brazil, December 9-13, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Characteristics, Consolidated Schools, Cultural Differences, Curriculum, Educational Finance, *Educational Policy, Educational Quality, Educational Technology, Expenditure Per Student, Federal Government, *Needs, *Policy Formation, Program Coordination, Relevance (Education), Rural Areas, *Rural Development, *Rural Education, Rural Schools, Rural School Systems, Rural Urban Differences, School Community Relationship, *Small Schools, Socioeconomic Influences, Teacher Qualifications, Teacher Salaries, Urban to Rural Migration

Historically, urban and suburban interests have dominated educational policy at the national level, but recognition of the need for federal rural education policy is growing. Effective educational policy for rural people, who account for one-third of the U. S. population, must consider the distinctive characteristics of rural areas. Vast cultural differences exist in rural America as well as disparate socioeconomic levels, with rural people (especially rural minorities), generally below the national average. While the urban to rural population turnaround is affecting many rural communities in complex ways, other rural communities continue to lose population. Academic achievement of rural students has begun to reach the national average only recently; the same is true of rural teachers' qualifications and salaries. Financing problems are severe for isolated and sparsely populated school districts, where per pupil costs are necessarily high. Specific issues in developing policy for rural education include the pros and cons of consolidating school districts, involvement of local people in the development of their schools, financing, curriculum and personnel needs, appropriate use of educational technology, and the need for relevant research. Rural education policy, if it is to improve rural schools, must be part of a comprehensive plan for rural development. (JH)

Marshall, Margaret, Comp. Herrera, Orlando, Comp.
New Mexico Boating Education Resource Manual.
New Mexico State Dept. of Natural Resources, Santa Fe.
Pub Date-Apr 79
Note-31p.
Available from-New Mexico Natural Resources Department, Park and Recreation Division, Box 1147, Santa Fe, NM 87503 (Free)
Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accident Prevention, Community Education, Courses, *Educational Resources, Instructional Films, *Outdoor Education, Reading Materials, Recreational Programs, Resource Guides, Resource Materials, *Safety Education, *Skills
Identifiers-*Boating, *New Mexico

Resources for individuals and organizations interested in teaching and promoting boating safety are listed in this directory of films, speakers, publications, and boating courses. Although some information is specific to New Mexico, most is of general interest. An annotated list of 40 films provides sources for obtaining the films, all free of charge on a loan basis. Topics include navigation, boating regulations, accident prevention, emergency procedures, and boating hazards. Emphasis is on outboard boating but white water running and sailing are also covered. An annotated list of 26 books and pamphlets includes information for ordering; most pamphlets are free in quantity. In addition to topics covered in the films, the publications contain information on canoeing, rowing, emergency repair afloat, first aid, and marine communications. The directory provides names, addresses, and phones of 18 people available to speak to school and community groups interested in boating. A final section describes 13 boating safety skills courses offered by the Coast Guard Auxiliary and the American Red Cross. The courses are appropriate for community education programs and range from in-depth study for serious boatmen to short courses designed to get the novice off to a good start. (JH)

ED 178 237 RC 011 662

A School and Home-Based Bilingual Education Model: End-of-Year Evaluation Report, 1978-79 (Fourth-Year Evaluation Study).

Askins (B.E.) and Associates, Lubbock, Tex.; Clovis Public Schools, N. Mex.; Texas Tech Univ., Lubbock.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date-Jun 79

Grant-G00-7507036

Note-23p.; For a related document, see ED 160 279

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Bilingual Education, *Demonstration Programs, Elementary Education, English (Second Language), *Intervention, Language Development, Language Proficiency, Low Income, Mathematics, *Mexican Americans, Models, Personality Development, *Program Evaluation, Reading Achievement, Spanish

Identifiers-*New Mexico (Clovis)

Designed to develop over five years a model bilingual program for nursery school through grade 6, the demonstration program provided early bilingual education intervention to facilitate the simultaneous learning of two languages and thus develop the cognitive, affective, and psychomotor skills of children with limited English speaking ability from low income Mexican American families. External evaluation of the program's fourth year, 1978-79, measured the program's impact on the achievement of the 85 participants in grades 2-5 in the areas of language arts, reading, mathematics, and Spanish language development. Based on comparison of participants' scores on the Comprehensive Test of Basic Skills with those of a control group (55 students), the program generally met its objectives of having participating students with low English proficiency skills (LEPS) and "other" bilingual students equal the control group's achievement in reading, math, and English language skills at grade levels 2-5. "Other" bilingual students had lower scores in all areas at the second grade level and in reading at the third grade level. Analysis of LEPS participants' scores on the Peabody Picture Vocabulary Test revealed a significant gain in Spanish language skills at all grade levels. Additional remedial aid was recommended for "other" bilingual students in all areas at the second grade level and in reading at the third grade level. (SB)

ED 178 238 RC 011 665

Gore, Jane S. Nelson, Helen Y.

Interagency Cooperation An Investigation of Human Service Agencies Collaboration in the Delivery of Services and Amenities to Rural Citizens in Clinton County New York.

Pub Date-23 Aug 79
Note-35p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, VT, August 23-26, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agencies, Cooperation, *Delivery Systems, *Human Services, *Interagency Cooperation, Intergroup Relations, Organization, Organizations (Groups), Quality of Life, *Rural Areas, Shared Services, *Success Factors, *Transportation
Identifiers-*New York (Clinton County)

Assuming that one way to meet the needs and to improve the delivery of services and amenities to isolated rural citizens is through increased interagency collaboration, an obective of this research was to explore stimuli and deterrents to such cooperative efforts. Thirty organizations (23 public groups, 4 private non-profit, and 3 private) serving all of Clinton County, New York, providing a service or amenity for local citizens, and interested in improved rural transportation systems were chosen for the representative sample. An interview schedule to assemble background information about the agencies and a mailed questionnaire to collect information about interagency interaction were used. The analysis of interorganizational relationships among agencies indicated that high interaction is more likely among organizations exhibiting formalization in structure and procedures, low autonomy in decision making, varied program goals and services, young age (established within the last 10 years), and a high measure of prestige. Size of budget, number of paid personnel, expressed feelings of threat and competition with other agencies, and general overall attitudes about interorganizational cooperation did not relate in a significant manner to agency interaction. (NEC)

ED 178 239 RC 011 666

Skliar, Norman

The Blacksmith Craft Program at the BOCES Environmental Education Center at Brookville.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.

Note-18p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Activities, *Craftsmen, Elementary Secondary Education, *Experiential Learning, Field Experience Programs, Followup Studies, *History, Interdisciplinary Approach, Learning Activities, *Outdoor Education, Skilled Workers, Skills

Identifiers-*Blacksmithing, *Homestead Ecology Program NY, New York (Nassau County), Tools

The purpose of this booklet is to introduce teachers and students to the Blacksmith's Shop, one of the many craft programs available for student participation at the Brookville Homestead site developed to recreate life as it was in the early days of Long Island's settlement. Active participation in the blacksmithing craft activity is designed to be an exciting facet of an overall effort to develop a more viable historical perspective within the students who visit the site. The vital role played by the blacksmith in his community is not readily apparent today; yet, the students' awareness of this role can greatly enhance their experience. With this in mind, a brief history and description of the blacksmith's trade is provided. Suggestions for incorporating this background information into pre-trip classroom activities, designed not only to develop knowledge specific to blacksmithing but also to increase students' perception of life style differences between ``then'' and ``now'', are presented. Post-trip activities recommended include story writing, role playing, skits, creating mobiles of homesteaders' tools, designing a picture dictionary of blacksmithing related vocabulary, and researching community history. (Author/NEC)

ED 178 240 RC 011 667

Skliar, Norman

Resident Program Manual for Teachers and Administrators. First Edition.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Pub Date-79
Note-22p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Environmental Education, Equipment, *Experiential Learning, Food Service, *Interdisciplinary Approach, Objectives, *Outdoor Education, Planning, *Resident Camp Programs, Safety, *Teacher Role
Identifiers-Caumsett State Park NY, *New York (Nassau County)

Since 1976, the Board of Cooperative Educational Services (BOCES) of Nassau County, New York, has utilized a 1600 acre site at Caumsett State Park for its Outdoor and Environmental Education Program. Once the estate of Marshall Field III, the center retains many historic buildings and provides a unique combination of natural habitats: fields, forests, pond, salt marsh, and seashore. This booklet has been developed to assist teachers and coordinators in planning 2 to 5 day resident programs at the center. Included are: resident program objectives; planning procedures; general information; a sample RESERVATION REQUEST FORM''; a sample schedule; descriptions of the resident staff, site, accomodations, and food services; a list of recommended clothing and equipment; an emergency care permission form; a parent health survey; parent information; general procedures, rules and regulations; specific dormitory and dining room procedures, rules, and regulations; a summary sheet/checklist for teachers; and a site map. (NEC)

ED 178 241 RC 011 668

Benham, William J.
The Role of Congress in Indian Affairs.
Pub Date-Dec 77
Note-58p.
Pub Type- Historical Materials (060) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-American Indian Education, *American Indians, Colonial History (United States), *Federal Indian Relationship, *Federal Legislation, Federal Regulation, *Government Role, *Legislators, *Policy Formation, Political Issues, Public Policy, Self Determination, Treaties, Tribal Sovereignty, Tribes, Trust Responsibility (Government), United States History
Identifiers-Alaskan Native Claims Settlement Act, American Indian Policy Review Commission, Bureau of Indian Affairs, Indian Self Determination Education Assistance Act

An examiniation of past and recent federal legislation affecting American Indians reveals the important role of Congress in developing policy for Indian affairs. The role of Congress inititally seemed directed toward providing a legal means of taking Indian land and other resources for the benefit of non-Indians. Subsequent policy has varied between the conflicting aims of assimilation and separation. The 1970's have seen three major pieces of legislation influencing Indian affairs: the Alaskan Native Claims Settlement Act, the Indian Self-Determination and Education Assistance Act, and the Act creating the American Indian Policy Review Commission. This legislation has been brought about by many events, among them Indian activism and the occupation of Wounded Knee, the emergence of new persons in Congress with backgrounds and interests in Indian affairs, and the concerns of special interest groups

and constituents. These Acts will influence future legislation, particularly the settlement of land claims being made by other Indian groups. In the light of Congressional impact on Indian policy, it is vital that persons concerned with Indian affairs work closely with Congress at all times. Appendices contain summaries of federal statutes pertinent to Indian Education, an analysis of Congressional committees serving the BIA, and examples of current legislation of interest to American Indians. (JH)

ED 178 242 RC 011 669

Johnson, Maxine C. White, Randle V.

Colstrip, Montana: The Fiscal Effects of Recent Coal Development and an Evaluation of the Community's Ability to Handle Further Expansion.

Department of the Interior, Washington, D.C.
Pub Date-Oct 75
Note-93p.; Analysis prepared through the Office of Mineral Policy Development; Several tables may be marginally legible
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Economic Development, *Educational Finance, Elementary Secondary Education, *Financial Policy, *Local Government, Property Taxes, *Rural Development, *School Districts, School District Spending, State Legislation, Tax Effort, Taxes
Identifiers-*Coal Mining, Energy Development, Impact Studies, *Montana (Rosebud County)

Much of the coal development in eastern Montana has occured in or is proposed for sparsely settled Rosebud County, which includes the Colstrip elementary and high school districts. Between fiscal 1966 and 1975, the population growth resulting from coal activities has brought about a 68% real increase in Rosebud County expenditures. Increase in Colstrip elementary and high school district expenditures is expected to amount to 395% and 177% respectively from fiscal 1966 to 1976. The taxable valuation of county property has also skyrocketed 132% during this period. Nevertheless, some hardships have occurred; schools have sometimes been overcrowded and residents have paid high total property tax mill levies. Although some additional problems may occur if the proposed Colstrip III and IV plants are constructed, expectations are that prosperity is just around the corner for both the county and the school districts. This prediction is made because the tax base will be large enough to keep mill levies low, and 1975 changes in state law allow a portion of the Coal Mines License Tax revenue to be returned directly to the counties from which the coal was mined. This analysis is concerned with the fiscal effects on the school districts and county since coal development began in 1966, with the present Montana tax system and how it affects local governments, and with the probable fiscal impact of the construction of two more coal-fired electrical generating plants. (NEC)

ED 178 243 RC 011 670

Regional Perspectives in Rural Development. SRDC Series Publication No. 31.

Southern Rural Development Center, State College, Miss.
Spons Agency-Department of Agriculture, Washington, D.C.
Report No.-SRDC-31
Pub Date-Jun 79
Contract-704-15-74
Note-44p.; The first four papers were presented at the annual meeting of the Southern Association of Agricultural Scientists (76th, New Orleans, LA, February 4-7, 1979); The fifth paper was prepared later
Pub Type- Collected Works - Serials (022) - Collected Works - General (020)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agency Role, *Community Involvement, *Government Role, Higher Education, Interagency Cooperation, Needs, *Regional Cooperation, Regional Planning, Regional Programs, *Rural Development, *School Community Relationship, *Universities
Identifiers-Community Technology Initiatives Program, Farmers Home Administration, Mississippi (Natchez), Southern Association of Agricultural Scientists

Papers in this publication deal with the needs of local communities for answers to their development questions, the needs of action agencies for assistance in determining appropriate development strategies, the ability of universities to respond to these needs, and problems in responding to community and agency needs. Tony Byrne, mayor of Natchez, Mississippi, emphasizes that many problems facing smaller communities (i.e., economic development, criminal justice, environmental services) can be and perhaps have already been answered with help from universities, the Federal government, and organizations such as the Southern Association of Agricultural Scientists, but there is a communications problem in getting this information to the communities. Tom Marshall stresses that current funding from the Farmers Home Administration is viewed as an opportunity to work cooperatively with state and local communities and to explore ways to involve community organizations and the private sector with local and state governments in the rural development planning process. Edward Moe advocates the Community Technology Initiatives Program as an imaginative approach to help small communities use science and technology in problem solving and outlines the role of the university in a user/education/research partnership. Paul D. Warner comments on these three presentations and draws a rejoinder from Edward Moe. (NEC)

de Ortego y Gasca, Felipe

Another Heaven, Another Earth: American Literature and the Chicano Experience.

Pub Date-Aug 78

Note-44p.; Paper presented to the Human Relations Department of Kansas City (Kansas City, KS, August, 1978)

Pub Type- Historical Materials (060) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American History, *American Literature, Cultural Background, Drama, Fiction, Folk Culture, Legends, *Literary History, *Literary Perspective, Literary Styles, Literature, *Mexican Americans, Mexicans, Poetry, *Spanish American Literature, Spanish Americans, Spanish Speaking

Identifiers-*Chicano Literature, Chicanos, *Cultural Contributions, Hispanos

Traditional definitions of American literature generally include only that literature which grew out of the English enterprise in America; few concessions have been made to other ethnic elements in the literary history of this country. But as British literary roots flourished in new American soil, so did their Hispanic counterparts to yield a vigorous and dynamic literature that should be studied as part of our American heritage. The Chicano contribution has been substantial, and its history stretches back before the time the Pilgrims came to America. Religious plays like ``Los Pastores'' were performed in this land as early as 1598. The strong Chicano oral tradition includes folk tales with Hispanic and Indian origins going back hundreds of years. In the early part of this century, romantic and pastoral perspectives dominated Chicano fiction, poetry and drama, but in the mid 1960's modern Chicano literature began to emerge in a literary renaissance that reflected the changing mood of the Chicano people. In the new literature Hispanic writers asserted their artistic sovereignty in pursuit of truths promoting the Chicano movement, praising ``La Raza'' and identifying cultural and linguistic oppression. This essay traces the history of the Chicano people, relates it to their literary heritage, and discusses modern Chicano poetry, drama and fiction. (DS)

de Ortego y Gasca, Felipe
An Infinity of Mirrors: Chicanos and American Education.
Pub Date-May 79
Note-37p.; Paper presented at a lecture at East Texas State University (Commerce, TX, May 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, Bilingual Education, College Role, Culture Conflict, Educational Discrimination, Educational Experience, *Educationally Disadvantaged, *Educational Needs, Educational Responsibility, Elementary Secondary Education, *Equal Education, Government Role, Higher Education, Language Role, *Mexican Americans, School Holding Power, School Integration, *School Role, Spanish Speaking
Identifiers-*Chicanos, Hispanos

Significant changes are needed in the education of Chicano children, changes that range from the earliest Head Start levels through the college years. American schools reflect the dominant Anglo-American culture and so retain the societal status quo. By perpetuating Anglocentrism, schools have trampled on the cultural and linguistic dignity of Chicano youth. Many Chicano children enter first grade knowing little or no English and are catastrophically and traumatically confronted with a learning environment in a foreign language they cannot deal with. Bilingual programs are often administered with old approaches that have failed in the past and will continue to fail in the future. Teachers may expect less of Chicano students and with this attitude engender failure and disappointment instead of achievement. Relatively few Chicanos manage to get through high school; even fewer go on to college. Those attempting to secure a college education face such problems as entrance requirement obstacles, discriminatory admission and retention rules, poor secondary school preparation, inadequate finances, and courses irrelevant to Chicanos needs and concerns. Colleges and universities, the public school systems, and the forces of government must all join together to instill into the concept of equal educational opportunity a new vigor, life and meaning. (DS)

ED 178 246 RC 011 673

de Ortego y Gasca, Felipe

Chicanos and Concepts of Culture.

Pub Date-Oct 78

Note-27p.; Paper presented at a conference sponsored by the Intercultural Development and Research Association (Brownsville, TX, October 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Science Research, *Cross Cultural Studies, *Cultural Differences, Cultural Factors, Cultural Traits, *Culture, Ethnic Studies, *Mexican Americans, Mexicans, *Research Methodology, Research Needs, *Research Problems, Social Factors, Social Science Research, Spanish Speaking

Identifiers-*Chicanos, Hispanos

The Chicano culture has been ill-treated and misunderstood in studies that utilize concepts of culture derived from dominant group values and norms. Historical approaches to the study of cultures like the normative approach, taxonomic concept, componential concept, and existential approach have all had impacts upon concepts of Chicano culture. When utilizing the normative approach, for example, non-Chicano analysts and researchers have set up normative sets of ideal and operational behaviors that hardly reflect the actualities of Chicano thought and action; thus, they have begun their studies from an already biased position. Basic propositions from the foundations of culture (e.g., cultural determinism, assimilation-integration-acculturation, bilingualism/biculturalism, cultural syncretism) also have implications for Chicanos. The patterns of culture used by Anglo researchers to define Chicanos have been misinterpreted at best, spurious at worst, and already existing stereotypes have been further reinforced. The general tendency has been to regard Chicanos as Mexicans in the United States and carriers of the Mexican culture. This is erroneous, for the Chicano culture is an intermeshing of Anglo-American and Mexican elements. To define Chicano culture, a Chicano perspective is needed. (Author/DS)

ED 178 247 RC 011 674

de Ortego y Gasca, Felipe

America o Aztlan? Los Chicanos En El Ano 2001 (America or Aztalan? Chicanos in the year 2001).

Pub Date-Apr 79
Note-10p.; Paper presented at the conference on Chicano Perspectives, University of Mexico at San Antonio (San Antonio, TX, April 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education, *Change Strategies, Community Action, *Futures (of Society), *Long Range Planning, *Mexican Americans, Prediction, Self Determination, *Social Change, Spanish Speaking
Identifiers-*Chicanos, *Cultural Preservation, Hispanos

The future, more than any time in the past, will require of Chicanos a collective effort if they are to preserve their legacy of language and culture for their children. To prepare for the year 2001, Chicanos should be aware of future concerns and take action to address them. Chicanos could best realize national visibility and importance by identifying with the large Hispanic diaspora and by forging coalitions with other ethnic American groups. A promotion of research and development activities by Chicanos should be undertaken, and a Chicano center for the study of public policy should be established. Chicanos should develop their own communication system, a system that would include high-circulation newspapers and journals, as well as radio and television stations. Chicanos must now undertake the kinds of education and training that will prepare them for roles beyond that of teachers of bilingual education. A genuine grass roots Hispanic organization with a national voice must be established. The future must be contended with, for it will not go away; and, Chicanos must develop a system of skills that will make them functional existents of the time that is to come. (Author/DS)

ED 178 248 RC 011 675

Ogletree, Earl J.

Perspectives and Issues in Bilingual-Bicultural Education.

Pub Date- 76
Note-22p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Biculturalism, *Bilingual Education, Bilingualism, *Court Litigation, Cultural Pluralism, *Educational History, Educational Philosophy, *Educational Policy, Elementary Secondary Education, English (Second Language), Ethnic Groups, Immersion Programs, Intercultural Programs, Language Maintenance, Language of Instruction, Language Planning, Language Programs, *Legislation, *Multicultural Education, Objectives
Identifiers-Bilingual Education Act 1968, Civil Rights Act 1964 Title VI, Elementary Secondary Education Act Title VII, Farrington v Tokusnige, Lau v Nichols, Meyer v Nebraska, Serna v Portales

Whether bilingual-bicultural education will become a change agent and secure equal status with other programs as a desirable and essential aspect of the American educational process is still a question. Like all socio-political issues, its future depends upon the attitudes and beliefs of the populace. One of the current stumbling blocks for the acceptance and implementation of bilingual education is the question of ethnic group status. To provide a compromise between the nativists and the immigrants, current bilingual education is being developed and funded on the basis of the transitional model. Bilingual schooling is not a new phenomena in the United States; since the 1700's, various ethnic groups have established their own schools teaching English as a subject. However, during and after World War I, restrictive legislation and nationalistic and isolationist foreign policies led to the "English only" policy in schools. But by 1975, 383 classroom demonstration projects in 42 languages (23 in American Indian and Eskimo languages) existed and $68,000,000 in Elementary and Secondary Education Act (ESEA) Title VII funds were expended for bilingual education. Significant legislation and court decisions that provided a foundation for bilingual education were Meyer v. Nebraska (1923), Farrington v. Tokusnige (1927), ESEA Title VII, Title VI of the Civil Rights Act (1964), the Bilingual Education Act (1968), Lau v. Nichols (1974), and Serna v. Portales (1964). (NEC)

ED 178 249 RC 011 677

Juettner, Bob Kleinfeld, Judith

Iditarod's Small High School Program.

Alaska Univ., Fairbanks. Inst. of Social, Economic, and Government Research.

Pub Date-Aug 78

Note-109p.

Pub Type- Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Affective Objectives, Alaska Natives, Board of Education Role, Career Education, *Core Curriculum, Cultural Differences, Educational Innovation, High School Students, Individualized Programs, *Instructional Trips, Needs Assessment, Outdoor Education, *Program Evaluation, Program Planning, *Rural Schools, Secondary Education, *Small Schools, Student Attitudes, Teacher Attitudes, Travel, *Vocational Education

Identifiers-*Alaska (Iditarod), Secondary Training for Alaska Rural Schools, Ken Cook Vocational Program

The evaluation of the Iditarod Area School District small high schools program provided useful information for future program development. The 1978 program for 87 students in 9 scattered schools included: student travel within Alaska and in the lower 48 states; student travel within the district for mini-courses and a student congress; and the Secondary Training for Alaska Rural Schools (STARS) Program and Ken Cook Vocational Program used as a core curriculum. On questionnaires students and teachers indicated that out-of-district travel brought substantial educational benefit, but Community School Committee Members (CSCM's) were not so positive. All felt the need for even distribution of travel among the student population and better planning and preparation. Students and teachers placed less value on in-district travel. The mini-courses helped students make friends and learn new skills but had limited academic value. Students and teachers rated the Ken Cook program as more successful than STARS, but students preferred to travel to other locations for vocational programs. The evaluation also concerned program expectations and priorities. CSCM's and students felt strongly that the program should include preparation for employment. CSCM's desired bilingual education and wanted greater involvement in decision making. (SB)

ED 178 250 RC 011 678

Gaston, Debra Wickstrom And Others

An Empirical Investigation of a Wilderness Adventure Program for Teenagers: The Connecticut Wilderness School.

Pub Date-31 Mar 78
Note-12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (49th, Washington, DC, March 31, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Behavior Change, Camping, Correctional Education, *Delinquent Rehabilitation, Delinquents, *Experiential Learning, Followup Studies, Locus of Control, *Outdoor Education, Parent Child Relationship, Personality, Program Evaluation, Psychological Studies, Recreational Programs, Rehabilitation Programs, *Self Concept, Self Esteem, Youth Programs
Identifiers-*Adventure Education, *Connecticut Wilderness School

Through an intensive 19 day outdoor experience of backpacking, hiking, rock climbing, and white water canoeing, the Connecticut Wilderness School has provided a novel therapeutic approach for problem youth referred by a wide variety of state agencies. To determine if participants in this program become more internally oriented, develop a higher level of self confidence, utilize more effective interpersonal coping strategies, and have fewer legal and social difficulties, this empirical investigation studied 135 teenagers (95 males, 40 females), aged 13 to 20, enrolled in the wilderness program and a similar comparison group of teenagers. Referring agencies rated the teenagers on dimensions of problem seriousness, self-awareness, emotional problems, and legal involvement. Demographic and personality pretest measures were collected. A random sub-sample of 72 students was also given a structured interview, assessing coping strategies in problematic interpersonal situations. A multi source follow-up of these students is currently underway. With approximately one half of the follow-up data collected, the following preliminary results have been obtained. Program participants remained more internally oriented 6 months after the course and reported a significantly lower overall frequency of deviant behavior than the comparison group. The teenagers reported positive changes in meeting challenges, self confidence, getting along with parents, grades in school, and controlling temper. (NEC)

Wilkening, Eugene A. Ahrens, Nancy

Involvement of Wives in Farm Tasks as Related to Characteristics of the Farm, the Family and Work Off the Farm.

Pub Date-Aug 79
Note-17p.; Paper presented at the Rural Sociological Society Meeting (Burlington, VT, August 1979) ; Best copy available
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Age Differences, Dairymen, Family Characteristics, *Family Involvement, Family Structure, Farm Accounts, Farmers, *Farm Labor, Females, Hypothesis Testing, Income, *Recordkeeping, Relevance (Education), Rural Education, Rural Family, *Rural Farm Residents, *Womens Education, *Working Women
Identifiers-*Wisconsin

In an attempt to determine the basis of the farm wife's involvement in farm tasks, hypotheses regarding farm size and type, family cycle and wife's age, off-farm work of husband or wife, and family educational levels were tested in a 1978 random questionnaire survey of 532 Wisconsin farm families. As expected, wives were more involved with farm operations on dairy farms and on farms that grossed up to $70,000. However, on farms larger than that, wives appeared to be equal partners or to reduce their involvement. Also as expected, farm record keeping was the wife's responsibility, whether she worked off the farm or not, if her educational level exceeded that of her husband. Contrary to expectations, the wife's involvement in physical farm tasks and field work did not decrease when children were young but remained high until the oldest reached 18. This was especially true for less educated women. The wife's physical involvement increased still more if her non-college educated husband worked off the farm. Women with more education apparently had more discretion in doing farm tasks. The needs of both the farm enterprise and the family affected the women's contribution to farming. (SB)

ED 178 252 RC 011 680

Slesinger, Doris P.

Health Needs of Migrant Workers in Wisconsin.

Wisconsin Univ., Madison, Univ. Extension.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.; United Migrant Opportunity Services, Inc., Milwaukee, Wis.; Wisconsin State Div. of Health, Madison. Bureau of Community Health.; Wisconsin Univ., Madison.

Pub Date-Jul 79

Note-110p.

Available from-Bureau of Community Health, Division of Health, P.O. Box 309, Madison, WI 53701

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Agricultural Laborers, Alcoholism, *Demography, Employment Statistics, Family Planning, Farm Labor, Health Conditions, *Health Needs, Health Services, Medical Services, Mental Health, *Mexican Americans, Migrant Children, *Migrant Health Services, Migrant Problems, *Migrant Workers, Mothers, Preventive Medicine, Questionnaires, Sanitation, Seasonal Laborers, Spanish Speaking, Special Health Problems

Identifiers-*Wisconsin

A survey of Wisconsin's migrant workers was conducted to obtain demographic information, to determine unmet health care needs, and to make recommendations for migrant health services based on those needs. A stratified random sample of 408 workers was selected, representing about 10% of the migrant workers in Wisconsin in the 1978 season; 262 of those selected were interviewed. Information was obtained by bilingual interviewers using a standard household interview form. Forty percent of those interviewed spoke only Spanish and 91 percent said that their ethnic heritage was Mexican. Migrants expressed the need for dental care, health facilities with night and weekend hours, Spanish-speaking health professionals, and improved environmental conditions. Unmet needs which were not perceived as important included mental health services, family planning, and alcoholism counseling. General recommendations, based on the findings of the survey, include upgrading the level of preventive health care, improving access to health care services, providing programs for improving mental health, enforcing existing environmental regulations, and involving migrants in the health planning process. The health survey form, printed in Spanish and English, is appended. (JH)

ED 178 253 RC 011 683

Stein, Marcy
The Healthy Migrant Child.
Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date-Sep 79
Note-41p.; Best copy available
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Health Education, Health Needs, Health Services, Information Networks, *Medical Services, *Migrant Children, *Migrant Health Services, *On Line Systems, Recordkeeping, *Records (Forms), School Role
Identifiers-*Migrant Student Record Transfer System, Pennsylvania, *Pennsylvania Migrant Education Program

Minimal health services which migrant children should receive are detailed in this manual for schools participating in the Pennsylvania Migrant Education Program. Among the 10 health services defined are identification of existing health problems, medical examinations/treatment, immunizations and health education instruction. Stating that the health service component goal should provide the fullest educational opportunity by minimizing absence due to health problems, the manual lists ways to achieve this goal (e.g., screening for health problems, arranging necessary transportation, and scheduling immunizations and examinations). It also outlines recommended procedures for efficient interchange of information between the migrant programs and the schools. Particular emphasis is given to the Migrant Student Record Transfer System (MSRTS) and the kinds of data it contains. The Migrant Student Medical Record Transfer Form, its utilization, and the procedure for entering information on the form are explained. The manual also describes medical computer data procedures and lists MSRTS inservice procedures for school nurses. A health problem code table and sample medical forms are also included. (DS)

ED 178 254 RC 011 684

Manual for Records Specialists.

Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date-Feb 78
Note-73p.; Best copy available
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Criterion Referenced Tests, Educational Programs, Enrollment, Information Networks, *Migrant Children, *Migrant Education, *On Line Systems, *Recordkeeping, *Records (Forms), Special Programs, Tests
Identifiers-*Migrant Student Record Transfer System, Pennsylvania, *Pennsylvania Migrant Education Program

Since its inception in 1970, the Migrant Student Record Transfer System (MSRTS) has proved to be an invaluable tool for transferring academic and medical information for migrant children as they continually move from place to place. The program has provided educational continuity for the children, aided administrators in the coordination of programs, and helped in the identification and provision of necessary health services. This manual was designed for use both as a training guide and as a continual source of reference for records specialists on every aspect of the MSRTS. It describes each section of the MSRTS form and provides examples, as well as an explanation of the enrollment re-enrollment forms. One section discusses duplicate records, how they occur, and the procedure for merging records. Other sections discuss ineligible students, withdrawal procedures, distribution of MSRTS forms to schools, credit accrual for high school students, and retention of forms for filing purposes. A section on reports from Little Rock, Arkansas, discusses the Periodic Enrollment Validation Report, the Inter/Intra-State Student Enrollment Monitoring System Report, and the Grade-Age Report. Appended is a section describing special programs, special interests, tests, and criterion tests. (DS)

ED 178 255 RC 011 685

Delaney, Frances M., Comp.

Low-Cost Rural Health Care and Health Manpower Training. An Annotated Bibliography with Special Emphasis on Developing Countries. Volume 4.

Spons Agency-International Development Research Centre, Ottawa (Ontario).

Pub Date-79

Note-187p.

Available from-UNIPUB, Box 433, Murray Hill Station, New York, NY 10016 ($10.00)

Pub Type- Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-Community Health Services, Contraception, Cultural Factors, *Delivery Systems, Dental Health, *Developing Nations, Economic Factors, Family Planning, *Health Facilities, Health Occupations, *Health Personnel, *Health Services, Instructional Aids, Manpower Development, Manpower Utilization, Medical Assistants, Medical Research, Medical Services, Nursing, Nutrition, Outreach Programs, Paramedical Occupations, Primary Health Care, Program Design, Program Development, Program Planning, *Rural Areas, Training

This fourth volume in a bibliography series on low-cost rural health care contains 700 entries covering the 1960's-1970's and focusing on developing countries. The bibliography is organized under five major subject headings: reference works, organization and planning, implementation of primary health care, training and utilization of primary health manpower, and formal evaluative studies. The thirty subdivisions of the major headings indicate the range of subjects covered: financial and cultural aspects of organizing health care services; rural inpatient and outpatient care; community health services; mobile units; medical, nursing, and dental care (professional and nonprofessional); teaching aids for rural health care, family planning, and midwifery; geographic distribution of health services; epidemiology; maternal and child health; and nutrition. The entries are numbered consecutively and listed alphabetically by author under subject areas; the abstracts accompanying each entry average 200 words in length. Author, geographic, and subject indexes are included. The subject index is detailed and contains numerous cross-references, e.g., under "auxiliary health worker" the user is referred to 20 specific index headings (barefoot doctor, traditional birth attendant, paramedic, etc.). The geographic index lists over 100 locations and reflects the bibliography's emphasis on developing nations. (JH)

ED 178 256 RC 011 686

Schussheim, Morton J., Ed. And Others

Rural Development: An Overview. Prepared by the Congressional Research Service, Library of Congress, for the Subcommittee on Rural Development of the Committee on Agriculture, Nutrition, and Forestry, United States Senate, Ninety-Sixth Congress, First Session.

Library of Congress, Washington, D.C. Congressional Research Service.
Spons Agency-Congress of the U.S., Washington, D.C. Senate Committee on Agriculture, Nutrition, and Forestry.
Pub Date-20 Aug 79
Note-264p.; Not available in paper copy due to small print size of original document
Pub Type- Legal/Legislative/Regulatory Materials (090) - Information Analyses (070) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Credit (Finance), *Delivery Systems, Demography, Economic Development, Educational Problems, Facilities, Federal Government, Federal Programs, *Financial Needs, *Government Role, Health Services, Housing, Human Services, Labor Market, Policy Formation, *Rural Areas, *Rural Development, Rural Education, Social Services, Sociocultural Patterns, *Socioeconomic Status, Transportation
Identifiers-Environmental Protection

Written in late fall and early winter of 1978-79, the 12 papers in this collection provide a status report on various aspects of rural America and on governmental policies affecting rural America. The first paper examines terms commonly used in this area of public policy, revealing both the complexity of the issues and some of the contradictions inherent in a rural development policy. The second paper presents data for selected social and economic characteristics of non-metropolitan America. Six of the remaining papers deal with various aspects of service delivery, including health services, transportation, housing, and community facilities. One paper in this subject area evaluates rural educational problems, while another surveys rural labor markets and reviews federal programs aimed at rural manpower problems. Financing rural development is discussed in two papers, one describing need and resources and the other examining recent research findings and institutional changes. Of the final two papers, one deals with environmental protection and rural development, and the other describes local implementation of national rural development programs and policies. Appended is a document that describes rural community research and data needs. It discusses inherent difficulties in defining rural constituencies and communities and examines the rural oversight problem. (DS)

ED 178 257 RC 011 687

Martinez-Perez, Luis A.

Hispanic Students in Higher Education.

Pub Date-20 Aug 78
Note-29p.; Paper presented at the National Conference on the Education of Hispanics (Alexandria, VA, August 20-23, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, Affirmative Action, Aspiration, Bilingual Education, College Admission, College Students, Cubans, *Educational Opportunities, *Federal Programs, Financial Support, *Higher Education, *Mexican Americans, Minority Groups, Multicultural Education, Puerto Ricans, *Spanish Speaking
Identifiers-Cuban Americans, *Hispanos, Puerto Rican Americans

To reflect the changing composition of ethnic groups in the population and the recorded aspirations of hispanic high school seniors, institutions of higher education must prepare for a dramatic increase in the numbers of hispanics attending in the decade of the 1980's. Outlined in the paper are factors which affect hispanic (Cuban, Mexican, and Puerto Rican Americans) students in higher education: the phenomenon of hispanic immigration; lack of higher education institutions in urban areas; lack of information because of language and attitude barriers; admissions criteria; delayed education, drop-outs, and student retention; and cultural values and cognitive styles. Positive affirmative action and bilingual/multicultural approaches are explored as courses of action for higher education institutions. Ten federal and state programs designed to enhance educational opportunity are discussed with respect to distribution of funds among ethnic/racial groups. Recommendations based on research and conference discussions are presented including programs to increase participation of hispanics in non-traditional areas such as science and engineering; industry career programs to involve hispanics at various levels of decision making; better monitoring of federal programs at state and local levels; and increased funding for bilingual teacher training. (NEC)

Education of Migrant Workers' Children in the European Community.
Commission des Communautes Europeennes (Luxembourg).
Pub Date-75
Note-14p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Access to Education, Community Action, Culture Conflict, *Educational Problems, Elementary Secondary Education, International Organizations, Language Instruction, Migrant Children, *Migrant Education, Parent Education, *Parent School Relationship, *Second Language Learning, *Teacher Education
Identifiers-Europe, *European Community

More than two million migrant children within the European community are under the age of 18, and because most are of school age, they must face the problem of fitting into different school systems. Among the obstacles are language barriers, strange environments, cultural differences, differences in school curricula, and home backgrounds in which the parents know little about the language or educational system of the host country and so are unable to help or advise their children. If a migrant child can attend nursery school, integration is natural and the new language can be learned within a year. For the older child, reception classes with specialized teachers and intensive teaching methods teach the new language as quickly as possible, and within one to two years he may switch to normal classes. Remedial instruction can assist him after that, if necessary. The child's native language and culture should be retained and included in his school curriculum. Teachers working in migrant areas should be trained to speak the children's language, to utilize rapid language-teaching methods, and to understand the educational, psychological, and socio-cultural problems of migrant children. The successful integration of migrant children is dependent upon schoolmates being prepared to meet them halfway in their efforts to become a part of the new community. A list of efforts by the European community and by international organizations to assist in the education of migrant children concludes this booklet. (DS)

ED 178 259 RC 011 693

Rowe, Gene

The Hired Farm Working Force of 1977.

Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.

Report No.-DOA-AER-437

Pub Date-Oct 79

Note-57p.; For a related document, see ED 157 677; Not available in paper copy due to small print size of original document

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Age Differences, *Agricultural Laborers, Blacks, Caucasians, Census Figures, Education, *Employment Patterns, *Employment Statistics, Ethnic Groups, *Farm Labor, Geographic Distribution, Labor Force, Man Days, Mexican Americans, *Migrant Workers, Place of Residence, Seasonal Laborers, Sex Differences, *Socioeconomic Background, Spanish Speaking, Wages, Working Women

The report presents data on the demographic, social, and economic characteristics of the approximately 2.7 million persons 14 years old and over who did hired farmwork during 1977. Data, taken from a probability sample survey conducted by the Bureau of the Census as a supplementary part of the December 1977 Current Population Survey, include each State and the District of Columbia, but not Puerto Rico or other U.S. territories. Tabular data present a general overview of the social, economic, regional location, and employment characteristics of hired farmworkers by sex, racial/ethnic group, and duration of farmwork; earnings data by demographic, employment, and regional characteristics; information on daily and annual earnings from total, farm, and nonfarm employment sources; and selected data on migrant farmworkers by the distances they traveled to do farmwork. Pertinent trends over the past decade indicate that the size of the hired farm work force has not changed significantly; the number of Blacks has declined about 46%; the average age of farmworkers declined; and farm employment has increased by 27% in the North Central Region, while decreasing 22% and 13% in the South and West, respectively. The 1977 data indicate that annual earnings of all farmworkers averaged $3,265; 72% of the workers were white, 11% were Hispanics, and 17% were Blacks and others; 56% were under 25 years of age; 77% were male; and 7% were migrants earning an average of $2,263 for an average 97 days of farmwork. (NEC)

ED 178 260 RC 011 694

Totusek, Patsy F. And Others
Evaluation Design: ESEA Title I Migrant Program. Publication No. 79.03.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-79
Note-85p.; Not available in paper copy due to small print size
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Ancillary Services, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, Instructional Programs, *Migrant Education, Migrant Health Services, Needs Assessment, *Objectives, Parent Participation, Preschool Education, Program Design, *Program Evaluation, Public Schools

Operating on a budget of $845,745, the 1979-80 Austin Independent School District Title I Migrant Program for current and former migrant children at preschool through high school levels centers around student recruitment and parental involvement, a pending at-home program for children aged 2-3, a pre-K through 12 instructional program, and health and clothing support services. Program evaluation will involve two major activities: (1) the production of a Final Report Summary and a Final Technical Report, which will present decision information regarding the continuance and/or modification of the program's instructional and other components; and (2) the production of an Annual Evaluation Report for the Texas Education Agency, documenting the achievement of program objectives regarding academic achievement, parental involvement, and meeting the health and clothing needs of migrant students. These reports will require needs assessment, process, and outcome data from numerous sources, all of which are cross referenced. The evaluation design includes a complete information dissemination schedule and an evaluation time resources allocation plan. (SB)

ED 178 261 RC 011 695

Ewert, Alan

The Effects of Outdoor Adventure Activities Upon Self-Concept.

Pub Date-77

Note-70p.; Master's Thesis, Eastern Washington University

Pub Type- Dissertations/Theses (040)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement, Camping, *Comparative Analysis, *Conventional Instruction, Course Evaluation, Definitions, *Experiential Learning, Higher Education, Learning Activities, *Outdoor Education, Post Testing, Pretesting, *Self Concept, Student Attitudes, Student Evaluation, Student Experience

Identifiers-*Adventure Education, Outward Bound, *Tennessee Self Concept Scale

The Tennessee Self Concept Scale was used to study the effect of outdoor adventure activities on the self concept of university students. Related studies have found significant changes in self concept following survival training and Outward Bound experiences. The study population consisted of 99 students enrolled in 1 of 4 classes at Eastern Washington University. Three classes included an adventure activity, e.g., overnight survival camps, rappelling, back country hiking, as part of the course curriculum; the fourth class, the control group, was a traditional lecture course. The Tennessee Self Concept Scale was administered to all four classes in the first week of the Spring Quarter 1977 and again nine weeks later, in the last week of the quarter. Two measures were obtained from the scale: one reflecting overall level of self esteem and one reflecting capacity for self criticism. The separate variance t test was used to measure statistically significant differences in class means for pre and post test scores. The comparison of means suggested a positive change in self concept for the classes featuring outdoor adventure activities, but levels of change did not reach statistical significance for self esteem or self criticism scores. Additional research is needed using a larger population and other measures of self concept such as the Minnesota Multiphasic Personality Inventory. (JH)

ED 178 262 RC 011 697

Arciniega, Tomas A.

Planning and Organizational Reform Issues Affecting Hispanics in Higher Education.

Pub Date-20 Aug 78
Note-37p.; Paper presented at the Hispanic Education Conference (Alexandria, VA, August 20-23, 1978) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Affirmative Action, *Change Strategies, College Faculty, *College Role, Curriculum Development, *Educational Change, Educational Philosophy, Educational Policy, Federal Aid, Government Role, *Higher Education, Minority Groups, *Organizational Theories, Policy Formation, *Spanish Speaking, Student Needs, Student Role
Identifiers-*Hispanos

Major educational reforms are needed to make institutions of higher education responsive to the needs of Hispanics and other minorities. Three basic changes are essential to reform in higher education for Hispanics: increasing the number of Hispanics in faculty and administrative positions; increasing the representation of Hispanics in the student population; and developing university curricula that reflect the economic, historical, and cultural contributions of Hispanics to this and other societies. Changes of this nature can be brought about only by those with a thorough understanding of the organizational structure of the university and the forces that influence it. Presently, key external influences include federal affirmative action programs, job market demands for ethnic professionals, and white community resistance to affirmative action efforts; key internal influences include scarcity of institutional resources, faculty reward systems, and administrative resistance to politically volatile reforms. Meaningful change will require greater commitment from the federal government in the form of sufficient federal support incentives to begin planning and carrying out major institutional reforms. (JH)

Chabran, Richard, Comp. And Others
Chicano Thesaurus for Indexing Chicano Materials. First Edition.
California Univ., Berkeley. Chicano Studies Library.; California Univ., Santa Barbara. University Library.
Spons Agency-California Univ., Los Angeles. Chicano Studies Center.; National Chicano Research Network, Ann Arbor, Mich.
Pub Date-Aug 79
Note-92p.; Not available in paper copy due to author's preference
Available from-University Library, Coleccion Tloque Nahuaque, University of California, Santa Barbara, CA 93106 (make checks payable to Regents of the University of California, $7.50 each)
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-English, Indexes (Locaters), Indexing, *Information Retrieval, Mexican Americans, *Permuted Indexes, Publications, Reference Books, *Reference Materials, Resource Materials, Spanish, *Subject Index Terms, *Thesauri, Vocabulary, *Word Lists
Identifiers-*Chicano Studies

Designed to provide improved subject access over other existing subject heading lists for literature related to the Chicano experience, the Thesaurus is an initial attempt to remedy the absence of a baseline vocabulary for use in indexing and retrieving relevant materials from various information systems. Most of the approximately 700 entries are in English, although some are in Spanish. Terms contain 40 or less characters. Each entry is numbered with a unique term identification number'' which can be used for searching and indexing. The terms are organized into three separate segments. An Alphabetical List includes all the terms in each hierarchy with cross references to scope notes and other terms. A Permuted Index displays on a rotating basis each keyword of a multiword term, and brings together related terms which may be separated in the alphabetical segment. The Hierarchical Segment is an alphabetical array of all the broadest terms, each with its own array of narrower terms. An introduction explains the use of each segment. The first three letters of the first and last terms on each page of the Alphabetical Display are indicated in large print at the top of the page. (SB)

ED 178 264 SE 027 648

Larkin, Jill H.
Models of Strategy for Solving Physics Problems.
Pub Date-16 Mar 79
Note-19p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Development, College Science, *Computer Assisted Instruction, Higher Education, Instructional Materials, Mental Development, *Models, *Physics, *Problem Solving, Science Education, Scientific Methodology, Scientific Principles, *Skill Development
Identifiers-Equations (Mathematics)

A set of computer implemented models are presented which can assist in developing problem solving strategies. The three levels of expertise which are covered are beginners (those who have completed at least one university physics course), intermediates (university level physics majors in their third year of study), and professionals (university physics faculty). (Author/SA)

Shulman, Lee S. Tamir, Pinchas

Science and Mathematics Education: Retrospect and Prospect. Occasional Paper No. 11.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW) Washington, D.C. Teaching Div.
Pub Date-Dec 78
Contract-400-76-0073
Note-38p.; Paper presented at the Anniversary Conference of the Science and Mathematics Teaching Center, Michigan State University (20th, East Lansing, May, 1977); Contains light and broken type
Available from-Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, Michigan 48824 ($2.00)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Development, Curriculum, Elementary Secondary Education, *Evaluation, Higher Education, Inservice Teacher Education, Learning Theories, Objectives, *Preservice Education, Science Course Improvement Project, *Science Education
Identifiers-Piaget (Jean)

Changes in science education are examined and speculations made on what these changes imply for the future. Among the topics included are science subject matter, the learner and learning, curriculum development, science as inquiry, the laboratory, Piaget and science education, evaluation and teacher education. (PB)

ED 178 266 SE 027 870

Mitchell, Eugene E., Ed.

COED Transactions, Vol. XI, No. 4, April 1979. The Use of Software Tools to Teach Computer Architecture.

American Society for Engineering Education, Washington, D.C. Computers in Education Div.

Pub Date-Apr 79

Note-17p.

Available from-COED Transactions, ASEE, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Computer Based Laboratories, Computer Programs, *Computer Science Education, *Engineering, Instructional Materials, *Interdisciplinary Approach, Laboratory Training, *Postsecondary Education, Science Institutes, Systems Analysis

Described is an approach to teaching computer architecture courses with a set of software tools. Aspects of computer science with aspects of computer engineering are merged. The laboratory approach is utilized so that students learn by trying and doing. (Author/SA)

ED 178 267 SE 028 460

Hathway, James A., Ed.

Individualized Testing System: Performance Objectives, ISCS Level I.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-62p.; For related documents, see SE 028 461-488; Contains light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, *Course Objectives, Elementary Secondary Education, *Evaluation, *Individualized Programs Inservice Teacher Education, Junior High Schools, Performance Tests, *Science Course Improvement Project, Science Curriculum, Science Education, Science Materials, Science Tests, Student Evaluation, *Teaching Guides, *Tests
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one of four major subdivisions of a set of individualized evaluation material for Level I of the Intermediate Science Curriculum Study (ISCS) developed as a part of the ISCS Individualized Teacher Preparation (ITP) program. The manual contains a composite list of selected measurable objectives for Level I of the ISCS program. It is primarily a reference book for persons responsible for examining curricula and determining if this program is likely to meet their school system's objectives and needs. The listed objectives, which are divided into ten units, are designed to aid in the assessment of students who differ widely in their learning abilities and in the kinds of subject matter which they find difficult. Most units include two chapters and the related excursions. Within each unit, the objectives based on the core and the remedial excursions of the student materials are listed first, and roughly, in the order of their development in the student materials. These are followed by the objectives for the general and enrichment excursions. (Author/HM)

ED 178 268 SE 028 461

Hathway, James A., Ed.

Individualized Testing System: Performance Checks, ISCS Level I, Form A.

Florida State Univ., Tallahassee. Curriculum Study Center.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-73

Note-71p.; For related documents, see SE 028 460-488

Pub Type- Tests/Questionnaires (160) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation

Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for Level I of the Intermediate Science Curriculum Study (ISCS). The three booklets are considered one of four major subdivisions of a set of individualized evaluation materials for Level I of the ISCS. This booklet (form A), developed to assess the students' achievement of the objectives of Level I, contains a set of performance checks equivalent to the performance checks of the other two forms (B and C). Each performance check has its own code number which indicates the unit number and identifies whether it is based on core material or excursions. Directions for students' use of performance checks are also included. (HM)

ED 178 269 SE 028 462

Hathway, James A., Ed.

Individualized Testing System: Performance Checks, ISCS Level I, Form B.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-71p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for Level I of the Intermediate Science Curriculum Study (ISCS). The three booklets are considered one of four major subdivisions of a set of individualized evaluation materials for Level I of the ISCS. This booklet (form B), developed to assess the students' achievement of the objectives of Level I, contains a set of performance checks which are equivalent to the performance checks of the other two forms (A and C). Each performance check has its own code number which indicates the unit number and identifies whether it is based on core material or excursions. Directions for students' use of performance checks are also included. (HM)

Hathway, James A., Ed.
Individualized Testing System: Performance Checks, ISCS Level I, Form C.
Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-71p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for Level I of the Intermediate Science Curriculum Study (ISCS). The three booklets are considered one of four major subdivisions of a set of individualized evaluation meterials for Level I of the ISCS. This booklet (form C), developed to assess the students' achievement of the objectives of Level I, contains a set of performance checks equivalent to the performance checks of the other two forms (A and B). Each performance check has its own code number which indicates the unit number and determines whether it is based on core material or excursions. Directions for students' use of performance checks are also included. (HM)

ED 178 271 SE 028 464

Hathway, James A., Ed.

Individualized Testing System: Performance Assessment Resources, ISCS Level I, Part 1.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-125p.; For related documents, see SE 028 460-488
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement, Course Objectives, Elementary Secondary Education, *Evaluation, *Individualized Programs, Inservice Teacher Education, Junior High Schools, Performance Tests, *Resource Materials, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, Student Evaluation, *Teaching Guides
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is part one of two performance assessment resources booklets for Level I of the Intermediate Science Curriculum Study (ISCS). The two booklets are considered one of four major subdivisions of a set of individualized evaluation materials for Level I of the ISCS developed as a part of the ISCS Individualized Teacher Preparation (ITP) program. Each booklet is a teacher's handbook to be used in identifying the appropriate performance checks with which to evaluate each student. Each also indicates how to set up testing situations, correct responses, and give remedial help. This manual (part 1) covers the first five units of Level I (1-5) in eleven chapters. Each unit begins with a summary table that includes the objectives and performance checks of the unit. Immediately following each summary table comes the bulk of the resource material for each objective introduced in that unit. Suggestions of ways teachers can use the manual are also included. (HM)

ED 178 272 SE 028 465

Hathway, James A., Ed.

Individualized Testing System: Performance Assessment Resources, ISCS Level I, Part 2.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-112p.; For related documents, see SE 028 460-488
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement, Course Objectives, Elementary Secondary Education, *Evaluation, *Individualized Programs, Inservice Teacher Education, Junior High Schools, Performance Tests, *Resource Materials, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, Student Evaluation, *Teaching Guides
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is part two of two performance assessment resources booklets for Level I of the Intermediate Science Curriculum Study (ISCS). The two booklets are considered one of four major subdivisions of a set of individualized evaluation materials for Level I of the ISCS developed as a part of the ISCS Individualized Teacher Preparation (ITP) program. Each booklet is a teacher's handbook to be used in identifying the appropriate performance checks with which to evaluate each student. Each also indicates how to set up testing situations, correct responses, and give remedial help. This manual (part 2) covers the last five units of Level I (6-10) in ten chapters. Each unit begins with a summary table that includes the objectives and performance checks of the unit. Immediately following each summary table comes the bulk of the resource material for each objective introduced in that unit. Suggestions of ways teachers can use the manual are also included. (HM)

ED 178 273 SE 028 466

Hathway, James A., Ed.
Individualized Testing System: Performance Objectives, ISCS Level II.
Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-70p.; For related documents, see SE 028 460-488
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, *Course Objectives, Elementary Secondary Education, *Evaluation, *Individualized Programs, Inservice Teacher Education, Junior High Schools, Performance Tests, *Science Course Improvement Project, Science Curriculum, Science Education, Science Materials, Science Tests, Student Evaluation, *Teaching Guides
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one of four major subdivisions of a set of individualized evaluation material for Level II of the Intermediate Science Curriculum Study (ISCS) developed as a part of the ISCS Individualized Teacher Preparation (ITP) program. The manual contains a composite list of selected measurable objectives for Level II of the ISCS program. It is primarily a reference book for persons responsible for examining curricula and determining if this program is likely to meet their school system's objectives and needs. The listed objectives, which are divided into 12 units, are designed to aid in the assessment of students who differ widely in their learning abilities and in the kinds of subject matter which they find difficult. Most units include two chapters and related excursions. Within each unit, the objectives based on the core and remedial excursions of the student materials are listed in the order of their development in the student materials. These are followed by the objectives for the general and enrichment excursions. (Author/HM)

ED 178 274 SE 028 467

Hathway, James A., Ed.

Individualized Testing System: Performance Checks, ISCS Level II, Form A.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-74p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for Level II of the Intermediate Science Curriculum Study (ISCS). The three booklets are considered one of four major subdivisions of a set of individualized evaluation materials for Level II of the ISCS. This booklet (form A), developed to assess the students' achievement of the objectives of Level II, contains a set of performance checks equivalent to the performance checks of the other two forms (B and C). Each performance check has its own code number which indicates the unit number and identifies whether it is based on core material or excursions. Directions for students' use of performance checks are also included. (HM)

ED 178 275 SE 028 468

Hathway, James A., Ed.

Individualized Testing System: Performance Checks, ISCS Level II, Form B.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-74p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for Level II of the Intermediate Science Curriculum Study (ISCS). The three booklets are considered one of four major subdivisions of a set of individualized evaluation materials for Level II of the ISCS. This booklet (form B), developed to assess the students' achievement of the objectives of Level II, contains a set of performance checks equivalent to the performance checks of the other two forms (A and C). Each performance check has its own code number which indicates the unit number and identifies whether it is based on core material or excursions. Directions for students' use of performance checks are also included. (HM)

Hathway, James A., Ed.

Individualized Testing System: Performance Checks, ISCS Level II, Form C.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-74p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for Level II of the Intermediate Science Curriculum Study (ISCS). The three booklets are considered one of four major subdivisions of a set of individualized evaluation materials for Level II of the ISCS. This booklet (form C), developed to assess the students' achievement of the objectives of Level I, contains a set of performance checks equivalent to the performance checks of the other two forms (A and B). Each performance check has its own code number which indicates the unit number and identifies whether it is based on core material or excursions. Directions for students' use of performance checks are also included. (HM)

ED 178 277 SE 028 470

Hathway, James A., Ed.

Individualized Testing System: Performance Assessment Resources, ISCS Level II, Part 1.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-148p.; For related documents, see SE 028 460-488
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Achievement, Course Objectives, Elementary Secondary Education, *Evaluation, *Individualized Programs, Inservice Teacher Education, Junior High Schools, Performance Tests, *Resource Materials, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, Student Evaluation, *Teaching Guides
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is part one of two performance assessment resources booklets for Level II of the Intermediate Science Curriculum Study (ISCS). The two booklets are considered one of four major subdivisions of a set of individualized evaluation materials for Level II of the ISCS developed as a part of the ISCS Individualized Teacher Preparation (ITP) program. Each booklet is a teacher's handbook to be used in identifying the appropriate performance checks with which to evaluate each student. Each also indicates how to set up testing situations, correct responses, and give remedial help. This manual (part 1) covers the first six units of Level II (1-6) in 12 chapters. Each unit begins with a summary table that includes the objectives and performance checks of the unit. Immediately following each summary table comes the bulk of the resource material for each objective introduced in that unit. Suggestions of ways teachers can use the manual are also included. (HM)

ED 178 278 SE 028 471

Hathway, James A., Ed.

Individualized Testing System: Performance Assessment Resources, ISCS Level II, Part 2.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-118p.; For related documents, see SE 028 460-488
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement, Course Objectives, Elementary Secondary Education, *Evaluation, *Individualized Programs, Inservice Teacher Education, Junior High Schools, Performance Tests, *Resource Materials, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, Student Evaluation, *Teaching Guides
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is part two of two performance assessment resources booklets for Level II of the Intermediate Science Curriculum Study (ISCS). The two booklets are considered one of four major subdivisions of a set of individualized evaluation materials for Level II of the ISCS developed as a part of the ISCS Individualized Teacher Preparation (ITP) program. Each booklet is a teacher's handbook to be used in identifying the appropriate performance checks with which to evaluate each student. Each also indicates how to set up testing situations, correct responses, and give remedial help. This manual (part 2) covers the last six units of Level II (7-12) in 13 chapters. Each unit begins with a summary table that includes the objectives and performance checks of the unit. Immediately following each summary table comes the bulk of the resource material for each objective introduced in that unit. Suggestions of ways teachers can use the manual are also included. (HM)

ED 178 279 SE 028 472

Hathway, James A., Ed.

Individualized Testing System: Performance Objectives, ISCS Level III.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-131p.; For related documents, see SE 028 460-488
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, *Course Objectives, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, Performance Tests, *Science Course Improvement Project, Science Curriculum, Science Education, Science Materials, Science Tests, Student Evaluation, *Teaching Guides
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one of four major subdivisions of a set of individualized evaluation material for Level III of the Intermediate Science Curriculum Study (ISCS) developed as a part of the ISCS Individualized Teacher Preparation (ITP) program. The manual contains a composite list of selected measurable objectives of Level III of the ISCS program. It is primarily a reference book for persons responsible for examining curricula and determining if this program is likely to meet their school system's objectives and needs. The listed objectives are designed to aid in the assessment of students who differ widely in their learning abilities and in the kinds of subject matter which they find difficult. These objectives are divided into eight texts which are subdivided into units. Most units include two or three chapters and the related excursions or resources. Within each unit, the objectives based on the core and the remedial excursions of the student materials are listed in the order of their development in the student materials. These are followed by the objectives for the general and enrichment excursions or the resource objectives. (Author/HM)

ED 178 280 SE 028 473

Hathway, James A., Ed.

Individualized Testing System: Performance Checks, ISCS Level III, ES-WB Form A.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-54p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for two texts of Level III of the Intermediate Science Curriculum Study (ISCS). These two texts are Environmental Science (ES), and Well-Being (WB). The 12 performance checks booklets for Level III are considered one of four major subdivisions of a set of individualized evaluation materials for Level III of the ISCS. This booklet (form A), developed to assess the students' achievement of the objectives of the ES and WB of Level III, contains a set of performance checks equivalent to the performance checks of the two forms (B and C). Each performance check has its own code number indicating the unit number and identifying whether it is based on core material or excursions. Directions for students' use of performance checks are also included. (HM)

ED 178 281 SE 028 474

Hathway, James A., Ed.

Individualized Testing System: Performance Checks, ISCS Level III, ES-WB Form B.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-54p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for two texts of Level III of the Intermediate Science Curriculum Study (ISCS). These two texts are Environmental Science (ES) and Well-Being (WB). The 12 performance checks booklets for Level III are considered one of four major subdivisions of a set of individualized evaluation materials for Level III of the ISCS. This booklet (form B), developed to assess the students' achievement of the objectives of the ES and WB of Level III, contains a set of performance checks which are equivalent to the performance checks of the two forms (A and C). Each performance check has its own code number which indicates the unit number and identifies whether it is based on core material or excursions. Directions for students' use of performance checks are also included. (HM)

Hathway, James A., Ed.

Individualized Testing System: Performance Checks, ISCS Level III, ES-WB Form C.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-54p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for two texts of Level III of the Intermediate Science Curriculum Study (ISCS). These two texts are Environmental Science (ES), and Well-Being (WB). The 12 performance checks booklets for Level III are considered one of four major subdivisions of a set of individualized evaluation materials for Level III of the ISCS. This booklet (form C), developed to assess the students' achievement of the objectives of the ES and WB of Level III, contains a set of performance checks which are equivalent to the performance checks of the two forms (A and B). Each performance check has its own code number which indicates the unit number and identifies whether it is based on core material or excursions. Directions for students' use of performance checks are also included. (HM)

ED 178 283 SE 028 476

Hathway, James A., Ed.

Individualized Testing System: Performance Checks, ISCS Level III, WYY-IV Form A.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-37p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for two texts of Level III of the Intermediate Science Curriculum Study (ISCS). These two texts are Why You're You (WYY), and Investigating Variation (IV). The 12 performance checks booklets for Level III are considered one of four major subdivisions of a set of individualized evaluation materials for Level III of the ISCS. This booklet (form A), developed to assess the students' achievement of the objectives of the WYY and IV texts of Level III, contains a set of performance checks which are equivalent to the performance checks of the other two forms (B and C). Each performance check has its own code number which indicates the unit number and identifies whether it is based on core material or excursions. Directions for students' use of performance checks are also included. (HM)

ED 178 284 SE 028 477

Hathway, James A., Ed.

Individualized Testing System: Performance Checks, ISCS Level III, WYY-IV Form B.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-37p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for two texts of Level III of the Intermediate Science Curriculum Study (ISCS). These two texts are Why You're You (WYY) and Investigating Variation (IV). The 12 performance checks booklets for Level III are considered one of four major subdivisions of a set of individualized evaluation materials for Level III of the ISCS. This booklet (form B), developed to assess the students' achievement of the objectives of the WYY and IV texts of Level III, contains a set of performance checks which are equivalent to the performance checks of the other two forms (A and C). Each performance check has its own code number which indicates the unit number and identifies whether it is based on core material or excursions. Directions for students' use of performance checks are also included. (HM)

ED 178 285 SE 028 478

Hathway, James A., Ed.

Individualized Testing System: Performance Checks, ISCS Level III, WYY-IV Form C.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-37p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for two texts of Level III of the Intermediate Science Curriculum Study (ISCS). These two texts are Why You're You (WYY), and Investigating Variation (IV). The 12 performance checks booklets for Level III are considered one of four major subdivisions of a set of individualized evaluation materials for Level III of the ISCS. This booklet (form C), developed to assess the students' achievement of the objectives of the WYY and IV texts of Level III, contains a set of performance checks which are equivalent to the performance checks of the other two forms (A and B). Each performance check has its own code number which indicates the unit number and identifies whether it is based on core materials or excursions. Directions for students' use of performance checks are also included. (HM)

Hathway, James A., Ed.

Individualized Testing System: Performance Checks, ISCS Level III, IO-WU Form A.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-63p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for two texts of Level III of the Intermediate Science Curriculum Study (ISCS). These two texts are In Orbit (IO), and What's Up (WU). The 12 performance checks booklets for Level III are considered one of four major subdivisions of a set of individualized evaluation materials for Level III of the ISCS. This booklet (form A), developed to assess the students' achievement of the objectives of IO and WU of Level III, contains a set of performance checks which are equivalent to the performance checks of the other two forms (B and C). Each performance check has its own code number which indicates the unit number and identifies whether it is based on core material or excursions. Directions for students' use of performance checks are also included. (HM)

ED 178 287 SE 028 480

Hathway, James A., Ed.

Individualized Testing System: Performance Checks, ISCS Level III, IO-WU Form B.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-63p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for two texts of Level III of the Intermediate Science Curriculum Study (ISCS). These two texts are In Orbit (IO), and What's Up (WU). The 12 performance checks booklets for Level III are considered one of four major subdivisions of a set of individualized evaluation materials for Level III of the ISCS. This booklet (form B), developed to assess the students' achievement of the objectives of IO and WU of Level III, contains a set of performance checks which are equivalent to the performance checks of the other two forms (A and C). Each performance check has its own code number and identifies whether it is based on core material or excursions. Directions for students' use of performance checks are also included. (HM)

Hathway, James A., Ed.
Individualized Testing System: Performance Checks, ISCS Level III, IO-WU Form C.
Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-63p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for two texts of Level III of the Intermediate Science Curriculum Study (ISCS). These two texts are In Orbit (IO), and What's Up (WU). The 12 performance checks booklets for Level III are considered one of four major subdivisions of a set of individualized evaluation materials for Level III of the ISCS. This booklet (form C), developed to assess the students' achievement of the objectives of IO and WU of Level III, contains a set of performance checks which are equivalent to the performance checks of the other two forms (A and B). Each performance check has its own code number and identifies whether it is based on core material or excursions. Directions for students' use of performance checks are also included. (HM)

ED 178 289 SE 028 482

Hathway, James A., Ed.

Individualized Testing System: Performance Checks, ISCS Level III, WW-CP Form A.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-74p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for two texts of Level III of the Intermediate Science Curriculum Study (ISCS). These two texts are Winds and Weather (WW), and Crusty Problems (CP). The 12 performance checks booklets for Level III are considered one of four major subdivisions of a set of individualized evaluation materials for Level III of the ISCS. This booklet (form A), developed to assess the students' achievement of the objectives of WW and CP of Level III, contains a set of performance checks which are equivalent to the performance checks of the other two forms (B and C). Each performance check has its own code number which indicates the unit number and identifies whether it is based on core material or excursions. Directions for students' use of performance checks are also included. (HM)

ED 178 290 SE 028 483

Hathway, James A., Ed.

Individualized Testing System: Performance Checks, ISCS Level III, WW-CP Form B.

Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-74p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for two texts of Level III of the Intermediate Science Curriculum Study (ISCS). These two texts are Winds and Weather (WW), and Crusty Problems (CP). The 12 performance checks booklets for Level III are considered one of four major subdivisions of a set of individualized evaluation materials for Level III of the ISCS. This booklet (form B), developed to assess the students' achievement of the objectives of WW and CP of Level III, contains a set of performance checks which are equivalent to the performance checks of the other two forms (A and C). Each performance check has its own code number which indicates the unit number and identifies whether it is based on core material or excursions. Directions for students' use of performance checks are also included. (HM)

Hathway, James A., Ed.
Individualized Testing System: Performance Checks, ISCS Level III, WW-CP Form C.
Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-74p.; For related documents, see SE 028 460-488
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Course Evaluation, Elementary Secondary Education, *Evaluation, *Individualized Programs, Junior High Schools, *Performance Tests, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, *Student Evaluation
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one form of three performance checks booklets (A, B, and C) for two texts of Level III of the Intermediate Science Curriculum Study (ISCS). These two texts are Winds and Weather (WW), and Crusty Problems (CP). The 12 performance checks booklets for Level III are considered one of four subdivisions of a set of individualized evaluation materials for Level III of the ISCS. This booklet (form C), developed to assess the students' achievement of the objectives of WW and CP of Level III, contains a set of performance checks which are equivalent to the performance checks of the other two forms (A and B). Each performance check has its own code number which indicates the unit number and identifies whether it is based on core materials or excursions. Directions for students' use of performance checks are also included. (HM)

ED 178 292 SE 028 485

Hathway, James A., Ed.

Individualized Testing System: Performance Assessment Resources, ISCS Level III, ES-WB.

Florida State Univ., Tallahassee. Curriculum Study Center.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-73

Note-154p.; For related documents, see SE 028 460-488

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Academic Achievement, Course Objectives, Elementary Secondary Education, *Evaluation, *Individualized Programs, Inservice Teacher Education, Junior High Schools, Performance Tests, *Resource Materials, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, Student Evaluation, *Teaching Guides

Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one of four performance assessment resources booklets for Level III of the Intermediate Science Curriculum Study (ISCS). The four booklets are considered one of four major subdivisions of a set of individualized evaluation materials for Level III developed as a part of the ISCS Individualized Teacher Preparation (ITP) program. Each of these booklets, which accompanies a pair of the student texts, is a teacher's handbook to be used in identifying the appropriate performance checks with which to evaluate each student. Each also indicates how to set up testing situations, correct responses, and give remedial help. This manual covers Environmental Science (ES) and Well-Being (WB) in three units. Each unit begins with a summary table that includes the objectives and performance checks of the unit. Immediately following each table comes the bulk of resource material for each objective introduced in that unit. Suggested ways teachers can use the manual are also included. (HM)

Hathway, James A., Ed.
Individualized Testing System: Performance Assessment Resources, ISCS Level III, WYY-IV.
Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-122p.; For related documents, see SE 028 460-488
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement, Course Objectives, Elementary Secondary Education, *Evaluation, *Individualized Programs, Inservice Teacher Education, Junior High Schools, Performance Tests, *Resource Materials, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, Student Evaluation, *Teaching Guides
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one of four performance assessment resources booklets for Level III of the Intermediate Science Curriculum Study (ISCS). The four booklets are considered one of four major subdivisions of a set of individualized evaluation materials for Level III developed as a part of the ISCS Individualized Teacher Preparation (ITP) program. Each of these booklets, which accompanies a pair of the student texts, is a teacher's handbook to be used in identifying the appropriate performance checks with which to evaluate each student. Each also indicates how to set up testing situations, correct responses, and give remedial help. This manual covers Why You're You (WYY) and Investigating Variation (IV) in five units. Each unit begins with a summary table that includes the objectives and performance checks of the unit. Immediately following each table comes the bulk of resource material for each objective introduced in that unit. Suggested ways teachers can use the manual are also included. (HM)

Hathway, James A., Ed.
Individualized Testing System: Performance Assessment Resources, ISCS Level III, IO-WU.
Florida State Univ., Tallahassee. Curriculum Study Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-162p.; For related documents, see SE 028 460-488
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Academic Achievement, Course Objectives, Elementary Secondary Education, *Evaluation, *Individualized Programs, Inservice Teacher Education, Junior High Schools, Performance Tests, *Resource Materials, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, Student Evaluation, *Teaching Guides
Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one of four performance assessment resources booklets for Level III of the Intermediate Science Curriculum Study (ISCS). The four booklets are considered one of four major subdivisions of a set of individualized evaluation materials for Level III developed as a part of the ISCS Individualized Teacher Preparation (ITP) program. Each of these booklets, which accompanies a pair of the student texts, is a teacher's handbook to be used in identifying the appropriate performance checks with which to evaluate each student. Each also indicates how to set up testing situations, correct responses, and give remedial help. This manual covers In Orbit (IO) and What's Up (WU) in three units. Each unit begins with a summary table that includes the objectives and performance checks of the unit. Immediately following each table comes the bulk of resource material for each objective introduced in that unit. Suggestions of ways teachers can use the manual are also included. (HM)

ED 178 295 SE 028 488

Hathway, James A., Ed.

Individualized Testing System: Performance Assessment Resources, ISCS Level III, WW-CP.

Florida State Univ., Tallahassee. Curriculum Study Center.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-73

Note-195p.; For related documents, see SE 028 460-487

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Academic Achievement, Course Objectives, Elementary Secondary Education, *Evaluation, *Individualized Programs, Inservice Teacher Education, Junior High Schools, Performance Tests, *Resource Materials, *Science Course Improvement Project, Science Education, Science Materials, Science Tests, Student Evaluation, *Teaching Guides

Identifiers-*Intermediate Science Curriculum Study, *National Science Foundation

This is one of four performance assessment resources booklets for Level III of the Intermediate Science Curriculum Study (ISCS). The four booklets are considered one of four major subdivisions of a set of individualized evaluation materials for Level III developed as a part of the ISCS Individualized Teacher Preparation (ITP) program. Each of these booklets, which accompanies a pair of the student texts, is a teacher's handbook to be used in identifying the appropriate performance checks with which to evaluate each student. Each also indicates how to set up testing situations, correct responses, and give remedial help. This manual covers Winds and Weather (WW) and Crusty Problems (CP) in three units. Each unit begins with a summary table that includes the objectives and performance checks of the unit. Immediately following each table comes the bulk of resource material for each objective introduced in that unit. Suggestions of ways teachers can use the manual are also included. (HM)

ED 178 296 SE 028 642

Lien, Violetta F.

Investigating the Marine Environment and Its Resources, Part I.

Texas A and M Univ., College Station.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Report No.-TAMU-SG-79-401
Pub Date-Jun 79
Grant-NOAA-04-8-M-01-169
Note-349p.; For Part II, see SE 028 643
Available from-Sea Grant Program, Texas A&M University, College Station, Texas 77843 (Parts I and II $8.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Class Activities, *Ecology, *Environment, *Environmental Education, *Environmental Influences, Marine Biology, Natural Resources, Oceanology, *Science Education, *Water Resources
Identifiers-*Sea Grant

This is the first of two volumes comprising a resource unit designed to help students become more knowledgeable about the marine environment and its resources. Included in this volume are discussions of geography of the Gulf of Mexico, geology, physical characteristics of the marine environment, marine ecology, and ocean/land interaction. Discussions are intended to help students analyze their life-style and how it is influenced by the marine environment and their use of marine resources. (Author/RE)

ED 178 297 SE 028 643

Lien, Violetta F.

Investigating the Marine Environment and Its Resources, Part II.

Texas A and M Univ., College Station.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Report No.-TAMU-SG-79-401
Pub Date-Jun 79
Grant-NOAA-04-8-M-01-169
Note-282p.; For Part I, see SE 028 642
Available from-Sea Grant Program, Texas A & M University, College Station, Texas 77843 (Parts I and II $8.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Class Activities, *Ecology, *Environment, *Environmental Education, *Environmental Influences, Marine Biology, Natural Resources, Oceanology, *Science Education, *Water Resources
Identifiers-*Sea Grant

This is the second of two volumes comprising a resource unit designed to help students become more knowledgeable about the marine environment and its resources. Included in this volume are discussions of changes in the human and marine environment, human needs, marine resources, living marine resources, marine transportation, marine energy sources, recreation, and esthetics of the marine environment. Discussions are intended to help students analyze their life-style and how it is influenced by the marine environment and their use of marine resources. (Author/RE)

ED 178 298 SE 028 745

Wilson, Roosevelt L.

A Synoptic Analysis of the Change from the Geocentric to the Heliocentric Conception of the Solar System.

Pub Date- 79
Note-7p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Astronomy, Earth Science, *Models, Observational Learning, Science Education, *Science History, Scientific Concepts, *Scientific Principles, Scientists, Space Sciences, *Theories

The changes which occurred in man's view of the solar system from the time of Ptolemy to that of Galileo are presented. Contained is a brief review of the chain of events which resulted in the acceptance of a heliocentric system. Ptolomy's theory is described and a diagram illustrates the paths of the epicycle of Mars according to his geocentric model. Challenges of the theory from prominent men such as Heraclides, Aristarchus, Copernicus, Brahe, Kepler, Tycho, and Galileo are discussed. A bibliography is included. (SA)

Haan, Norma

An Exploratory Investigation of the Effects of an Initial Experience with SCIS's Material Objects Unit on First Grade Children and Their Teachers.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 68
Note-75p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Attitudes, Cognitive Development, *Educational Research, Elementary Education, *Elementary School Science, Questioning Techniques, Science Course Improvement Project, *Science Curriculum, *Science Instruction, Scientific Concepts, *Teacher Behavior
Identifiers-*Science Curriculum Improvement Study

This report presents the results of an investigation of the Science Curriculum Improvement Study (SCIS) program and the effects of the Materials Objects unit on first-grade students and teachers. The contents of the report include purposes and limitations of the study, discussion of the instruments, observers, reliability of the Q sort, the differences between the experimental and control classrooms, the SCIS tasks, the attitudinal measures, and recommendations based on the results. The limitations of the study are also noted. (Author/SA)

ED 178 300 SE 028 846

Mitchell, Eugene E., Ed.

COED Transactions, Vol. XI, No. 5, May 1979. A Microcomputer Software/Hardware/Laboratory Program of Courses.

American Society for Engineering Education, Washington, D.C. Computers in Education Div.

Pub Date-May 79

Note-8p.

Available from-COED Transactions, ASEE, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Computers, *Computer Science Education, Electric Circuits, Engineering, *Engineering Education, Instructional Materials, *Laboratory Training, *Postsecondary Education, Systems Analysis

Presented is an approach to undergraduate microcomputer education at Marquette University. The course of study includes four courses to serve students with a variety of educational interests. Two laboratory courses are discussed in terms of their organization and goals. (Author/SA)

ED 178 301 SE 028 847

Mitchell, Eugene E., Ed.

COED Transactions, Vol. XI, No. 6, June 1979. A Take-Home Laboratory Approach for Logic Circuits Courses.

American Society for Engineering Education, Washington, D.C. Computers in Education Div.

Pub Date-Jun 79

Note-8p.

Available from-COED Transactions, ASEE, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Analog Computers, *Computer Science Education, Electric Circuits, Engineering, *Engineering Education, *Higher Education, *Homework, Instructional Materials, *Laboratory Training, Systems Analysis

Presented is an integration of laboratory and lecture results in special homework problems for this logic design course. The Bit Bucket, a compact logic trainer, is the basis for the program. A discussion is presented of the reasons for changing to the new method. Experiences are included. (SA)

ED 178 302 SE 028 852

Williamson, Paul M., Comp.

Mathematics Program.

Smith Coll., Northampton, Mass.

Pub Date-79

Note-72p.; Page 16 removed due to copyright restrictions; Figures contain occasional marginal legibility

Pub Type- Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Curriculum Development, *Curriculum Guides, Curriculum Planning, *Early Childhood Education, Elementary Education, *Elementary School Mathematics, *Mathematics Education, Preschool Programs

Identifiers-*Smith College Campus School MA

This program description contains goals and objectives for five mathematics curriculum levels: three- and four-year-olds, five-year-olds, six- and seven-year-olds, eight- and nine-year-olds, and ten- and eleven-year-olds. A mathematics program overview for Smith College Campus School and a discussion of considerations for mathematics curriculum decision making are also presented. (MK)

ED 178 303 SE 028 856

Metric Measurement: A Handbook for Elementary Teachers and Administrators.

Oklahoma State Dept. of Education, Oklahoma City.
Pub Date-77
Note-75p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Change Strategies, Concept Formation, *Curriculum Guides, Elementary Secondary Education, Integrated Activities, Learning Activities, *Mathematics Curriculum, *Mathematics Education,

*Mathematics Instruction, *Measurement, *Metric System, Resource Materials

The purposes of this metric handbook are: (1) to help teachers understand the general principles of measurement instruction; (2) to help teachers understand how children develop measuring concepts; (3) to provide information that will help teachers learn to use SI metrics; (4) to provide examples of learning experiences that teachers can use with learners; (5) to help teachers integrate metric instruction into the existing curriculum through an interdisciplinary approach so that it does not become an isolated topic; (6) to provide teachers with information about sources of materials needed to supplement textbooks already in use; and (7) to provide administrators and teachers with suggested procedures for implementing metric instruction. Chapter topics include historical developments, using metric units, developing measurement concepts, measurement learning activities, and administrative implications and recommendations. (MP)

ED 178 304 SE 028 871

Brown, Bobby R. Sustik, Joan M.

Response Mode Effects on Computer Based Problem Solving. Report Series 1979.

Iowa Univ., Iowa City. Computer Center.

Pub Date-79

Note-15p.; For related document, see ED 154 831; Tables contain small print which may not reproduce well

Available from-Director, CAI Laboratory, Weeg Computing Center, The University of Iowa, Iowa City, IA 52242 (no price quoted)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction, *Educational Research, Educational Technology, *Higher Education, Logical Thinking, Mechanics (Process), Patterned Responses, *Problem Solving, Response Mode, *Thought Processes, Undergraduate Study

This response mode study attempts to determine whether different response modes are helpful or not in facilitating the thought process in a given problem solving situation. The Luchins Water Jar Test (WJT) used in this study illustrates the phenomena Einstelling'' (mechanization of response) because it does not require any specialized content information. The author discusses the results which indicate that there is no reason to prefer constructed response mode over multiple choice or numerical list modes when considering set formation and breaking out of set. (Author/SA)

Bilenky, Stephen And Others
Community Design for Optimal Energy and Resource Utilization.
Pennsylvania State Univ., University Park.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Grant-NSF-GY-11491
Note-215p.; Contains occasional light and broken type
Pub Type- Reports - Descriptive (141) - Guides - General (050)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Community Development, Conservation (Environment), *Energy, Engineering, *Environmental Influences, *Family (Sociological Unit), Recycling, Resources, *Technology

Presented is a study which investigated the energy and resource dynamics of a semi-autonomous domestic system for 30 people. The investigation is organized on three levels: (1) developing a preliminary design and design parameters; (2) development and quantification of the energy and resource dynamics; and (3) designing a model to extrapolate general concepts and factors affecting energy and material resource use. Sections contained within the text cover: shelter, food production, organic wastes system, domestic energy and water use, and a summary and conclusions. (CS)

ED 178 306 SE 029 031

Nimmer, Donald N. Sagness, Richard L.
How To...Activities in Meteorology.
National Science Teachers Association, Washington, D.C.

Pub Date-78
Note-13p.; Not available in hard copy due to copyright restrictions
Available from-National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009 (Stock No. 471-14756; no price quoted)
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Climatic Factors, *Earth Science, Laboratory Procedures, *Meteorology, *Science Course Improvement Project, *Science Education, Science Materials, *Sciences, Secondary Education
Identifiers-National Science Teachers Association

This series of experiments seeks to provide laboratory exercises which demonstrate concepts in Earth Science, particularly meteorology. Materials used in the experiments are easily obtainable. Examples of experiments include: (1) making a thermometer; (2) air/space relationship; (3) weight of air; (4) barometers; (5) particulates; (6) evaporation; (7) relative humidity; (8) temperatures of different earth surfaces; (9) wind; and (10) winter activities. (RE)

ED 178 307 SE 029 032

Nimmer, Donald N. Sagness, Richard L.
How To...Activities in Physical Oceanography.

National Science Teachers Association, Washington, D.C.
Pub Date-78
Note-9p.; Not available in hard copy due to copyright restrictions
Available from-National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009 (Stock No. 471-14754; no price quoted)
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, *Laboratory Procedures, *Oceanology, *Science Education, Science Materials, *Sciences, Secondary Education, Water Resources
Identifiers-National Science Teachers Association

This series of experiments seeks to provide laboratory exercises which demonstrate concepts in Earth Science, particularly oceanology. Materials used in the experiments are easily obtainable. Examples of experiments include: (1) comparison of water hardness; (2) preparation of fresh water from sea water; (3) determination of water pressure; (4) measuring water clarity; (5) collection and analysis of water samples; (6) study of waves; (7) beach formation and erosion; (8) density currents; and (9) study of icebergs. (RE)

ED 178 308 SE 029 033

Petty, Mary Clare

How To...Record and Use Data in Elementary School Science. Revised Edition.

National Science Teachers Association, Washington, D.C.
Pub Date-75
Note-12p.; Not available in hard copy due to copyright restrictions
Available from-National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009 (Stock No. 471-14292; $1.00, discounts on quantity orders)
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Data Analysis, *Data Collection, Educational Resources, Elementary Education, *Elementary School Science, *Inquiry Training, Instructional Materials, Learning, Measurement, *Process Education, *Recordkeeping, Science Education, Science Instruction, Skill Development
Identifiers-National Science Teachers Association

Data collection and recordkeeping are the topics discussed in this instructional aid. Examples are given of creative ways of recordkeeping developed by children. Justification for the process is presented, such as the kinds of skills that can be developed by keeping science records. The evaluation of childrens' work is discussed and suggestions are given for making use of the records. References are also included. (SA)

Thoen, Gail A.

The Parenthood Option: A Manual for Professionals Helping People Decide Whether to Have Children or Remain Childfree.

Pub Date-79
Note-114p.; Not available in hard copy due to copyright restrictions; Contains numerous colored pages which may not reproduce well ; Sponsored by the National Alliance for Optional Parenthood, Washington, D.C.
Available from-National Alliance for Optional Parenthood, 2010 Massachusetts Ave., N.W., Washington, D.C. 20036 ($6.00 plus $0.95 postage; Enclose check or money order)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Birth Rate, *Family Planning, *Life Style, *Nonformal Education, *Population Education, Population Growth, Sociocultural Patterns, *Workshops

A workshop model specifically designed to help people decide whether to become parents or remain childfree is presented. A variety of tools, procedures, and skills, such as a scale to assess one's level of commitment to remaining childfree, are discussed. Desirable characteristics of the workshop facilitator, and the need for evaluation of the workshop and facilitator, are stressed. Application of the basic model to related settings, such as the classroom, social service agency and private practice, are outlined. Implications of the workshop model for strengthening family life education, and suggestions for further action are discussed. Suggestions for further reading and community resources are listed. (Author/RE)

Layton, David, Ed.

Studies in Science Education, Volume Six, 1979.

Leeds Univ. (England). Centre for Studies in Science Education.
Pub Date-79
Note-119p.; For related document, see ED 142 390
Available from-The Business Manager, Studies in Science Education, Centre for Studies in Science Education, The University, Leeds, England LS2 9JT (annual subscription $8.00)
Journal Cit-Studies in Science Education; v6 1979
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
Document Not Available from EDRS.
Descriptors-Achievement, Cognitive Processes, Doctoral Degrees, *Educational Research, Educational Strategies, Elementary Secondary Education, Higher Education, *Integrated Curriculum, International Programs, *Learning Theories, Masters Degrees, *Research Reviews (Publications), *Science Education
Identifiers-*Center for Studies in Science Education

Presented are several articles and reviews which are related to science education in the following areas: (1) achievement, mastery, proficiency, competence; (2) personality and the pursuit of science; (3) skill integration, Piaget, and education; (4) recent research grants in the United Kingdom; (5) a listing of theses and dissertations for higher degrees in British universities completed during the 1976-77 and 1977-78 school year; and (6) a book review in science education research areas. (HM)

ED 178 311 SE 029 122

State Adopted Textbooks for Oregon Schools, 1971-1977. Circular No. 1: Business Education, Driver Education, Foreign Languages, Health, Mathematics, and Science.

Oregon State Dept. of Education, Salem.
Pub Date-77
Note-71p.; For related document, see ED 138 520; Some parts may be marginally legible due to small type
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Business Education, *Driver Education, Elementary Secondary Education, *Foreign Language Books, Health Education, Indexes (Locaters), Instructional Materials, *Mathematics, *Science Education, *State Standards, Textbooks, Textbook Selection
Identifiers-*Oregon

Presented is a list of textbooks officially adopted for use in Oregon public schools for the period 1971-1977 in business education, driver education, foreign languages, health, mathematics, and science. Section I provides suggestions to school administrators on textbook selection. Topics discussed include selecting a variety of partial sets of texts, negotiating with publishers, utilizing older texts, interpreting price lists, and encouraging autonomy for local selection practices. Discussion of the procedure for seeking approval of independent textbook adoptions is followed by instruction on how to review challenged instructional material and a sample form requesting reconsideration of instructional materials. The bulk of the report (presented in Sections II, III, and IV) lists textbooks by grade level and by specific subject area within the fields of business education, driver education, foreign languages, health, mathematics, and science. Each entry lists title, grade, subject, author, copyright, publisher, and wholesale and retail price information. Additional information such as availability and cost of a teacher's edition or guide is provided where applicable. A directory of textbook representatives for all materials in the circular is included. (Author/HM)

ED 178 312 SE 029 137

Flax, Rosabel And Others
Guidelines for Teaching Mathematics K-12.
Kansas State Dept. of Education, Topeka. Div. of Education Services.
Pub Date-Jun 79
Note-91p.; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Directories, *Elementary School Mathematics, Elementary Secondary Education, Guidelines, *Mathematics Curriculum, *Resource Teachers, *Secondary School Mathematics, *State Curriculum Guides, State Departments of Education
Identifiers-*Kansas

This guide is intended to provide a basic outline for developing local mathematics programs. It was developed to give Kansas mathematics teachers from grades K-12 minimal sequential experiences in implementing the skills, values, and concepts of the mathematics program. The guide contains objectives, a checklist of topics appropriate for each grade level, and a human resources guide which provides the names of individuals willing to serve as technical assistants to local school districts. (MK)

Stelzer, John
Structuring and Classifying the Content of Instructional Subject Matter, Volume I. Final Technical Report.
Human Resources Research Organization, Alexandria, Va.
Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No.-HumRRO FR-ED-75-17
Pub Date-27 Jun 75
Contract-DAHC-19-74-C-0066
Note-161p.; For related document, see SE 029 181; Contains occasional light type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Classification, *Content Analysis, Educational Theories, Instruction, *Instructional Design, Models, Structural Analysis, *Technical Reports

A model of instruction is discussed and developed. The model has five requisite components; they are descriptions of: (1) the instruction agent's subject matter representation; (2) the learner's initial and current subject matter representations; (3) the instructional process itself; (4) the state of the learner at any point in the instructional process; and (5) the transition process of the learner as a result of the instructional process. The focus of the document is on component 1 and a theory for structuring subject matter content is developed. This theory is used as a basis for developing a classificatory schema for subject matter content. (MK)

ED 178 314 SE 029 181

Stelzer, John

Structuring and Classifying the Content of Instructional Subject Matter, Volume II (Appendices). Final Technical Report.

Human Resources Research Organization, Alexandria, Va.
Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No.-HumRRO-FR-ED-75-17
Pub Date-27 Jun 75
Contract-DAHC-19-74-C-0066
Note-104p.; For related document, see SE 029 180; Contains numerous light type particularly in Appendix II
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Classification, *Content Analysis, Educational Theories, Instruction, *Instructional Design, Models, Structural Analysis, *Technical Reports

Appendix I is concerned with the structure of axiomatic theories. Both the syntactic and deductive structure exhibited by axiomatic theories is investigated. Dependency is defined and a method is described that can be used to identify all dependencies that exist between axiomatic components. The ability to eliminate defined concepts and non-creativity of definitions is discussed. A theorem that asserts that all defined concepts can be eliminated from an axiomatic theory is given. Appendix II contains the matrices for the photography example in Chapter I. (MK)

ED 178 315 SE 029 189

Introduction to Astrophysics. Curriculum Developed by Faculty Workshop at University of Illinois at Chicago, Summer 1974.

Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-74
Grant-NSF-GZ-3437
Note-167p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Astronomy, College Science, Course Content, Course Descriptions, *Curriculum Development, Educational Resources, Higher Education, *Instructional Materials, *Physics, Science Courses, Science Curriculum, Science Instruction, *Short Courses, Summer Science Programs, Summer Workshops, Undergraduate Study
Identifiers-*National Science Foundation

The course outlines presented in this report are intended to be used to teach astrophysics to nonscience majors at the junior and senior college level. An extensive set of notes are included which can be useful to an instructor as guidelines for presentation. Additional equipment and references for use in teaching astrophysics are suggested. (SA)

ED 178 316 SE 029 197

A Report to the National Science Foundation: A Summer Study'' to Help Plan EDC's New Program in Mathematics. Project ONE.

Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-31 Jan 74
Note-207p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Childrens Television, Educational Planning, *Educational Television, Elementary Education, *Elementary School Mathematics, Experimental Programs, Manipulative Materials, Mathematical Applications, *Mathematics Curriculum, Mathematics Instruction, *Minority Group Children, *Program Design, Program Planning, Teaching Techniques

In 1973, the Education Development Center (EDC) received a grant for the production and support of 65 half-hour television programs. Aimed primarily at eight- to eleven-year-old minority children, the programs were to teach supplementary mathematical topics through real situations, drawing examples from science, technology, and the arts. Hands-on materials were to be used in conjunction with the television shows. This document is a description of a series of meetings referred to as the Summer Study'' that brought together a group to design, develop, and refine plans for EDC's new program in mathematics. The group included psychologists, educators, television producers, script writers, musicians, mathematicians, researchers, and experts in other fields. Components of the summer study described include: project background, summer study organization, internal advisory group, outreach meetings, testing of assumptions, and research and evaluation. (MK)

ED 178 317 SE 029 198

Guzewich, Marsha Scott

The Role of Volunteers at Environmental Education Centers in New York State with a Manual on Better Use of Volunteer Resources.

Pub Date-Jan 79

Note-134p.; M.S. Dissertation, Cornell University; Contains marginal legibility in Appendices; Page viii missing from document prior to its being shipped to EDRS for filming

Pub Type- Dissertations/Theses (040)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Conservation Education, *Environmental Education, Natural Resources, *Outdoor Education, Rewards, Science Education, Trails, *Volunteers, *Volunteer Training

This thesis examines the role of the volunteer at New York State environmental education centers. The thesis observes that environmental education centers are generally not well funded and volunteer help is especially important. Results of the study, which utilized questionnaires for directors and staff, and opinionnaires for volunteers include: (1) volunteers performed teaching and trail interpretation most frequently and enjoyed these jobs most; (2) many volunteers were not actively recruited, but sought the centers on their own; (3) most volunteers were female between the ages of 18 and 65; and (4) many staff members felt that volunteers were not thanked enough. Other results are reported. (RE)

Connolly, Terry Porter, Alan L.

The Recruitment and Retention of Women in Engineering: Development of Policy Guidelines. Final Report.

Georgia Inst. of Tech., Atlanta. School of Industrial and Systems Engineering.

Pub Date-Dec 78

Note-17p.; For related document, see SE 029 200; Page 4 missing from document

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Decision Making, *Engineering, *Engineering Education, Engineers, *Females, Higher Education, Professional Education, Professional Occupations, Science Education, Sciences, Scientific Personnel, *Undergraduate Study, *Womens Education, Working Women

This report addresses the variability among higher education institutions of percentages of undergraduate engineering enrollments represented by women. The report cites variations of from 20% of the full-time undergraduate engineering enrollment of women to the traditional 1% to 2% at different institutions. The report specifically addresses the issue of what can be done by an engineering college dean to facilitate the entry and retention of women in undergraduate engineering programs. Policy guidelines are provided. (Author/RE)

ED 178 319 SE 029 200

Connolly, Terry Porter, Alan L.

The Recruitment and Retention of Women as Undergraduate Engineers.

Georgia Inst. of Tech., Atlanta. School of Industrial and Systems Engineering.

Pub Date- 78

Note-48p.; For related document, see SE 029 199; Page 24 missing from document

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Data Analysis, *Engineering, *Engineering Education, Engineers, *Females, Higher Education, Professional Education, Professional Occupations, Science Education, Sciences, Scientific Personnel, *Undergraduate Study, *Womens Education, Working Women

This report provides an in-depth description of the research and findings reported more briefly in the final report. Included in this report are descriptions of research to study the causes of rising enrollment of women in engineering undergraduate programs. Methods for encouraging expanded enrollment of women in such programs are examined. Graphs, charts, tables, and statistical examinations are provided. (RE)

ED 178 320 SE 029 201

Kooi, Warren James

An Analysis and Evaluation of the NSTA Energy Education Materials Produced by Project PEEC.

Pub Date-79
Note-107p.; M.A. Dissertation, West Virginia University; Contains small type in Appendix A
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Conservation Education, Curriculum Development, *Educational Research, *Energy, *Energy Conservation, Environment, Environmental Education, *Evaluation, Interdisciplinary Approach, *Program Effectiveness, Public Policy, Science Education
Identifiers-*Energy Education

This thesis seeks to analyze the materials produced by the Project for an Energy Enriched Curriculum (PEEC). Specifically evaluated are the completeness and degree of bias characterizing the materials as an entity. In support of this end, examined are the nature and extent to which the materials treat future energy alternatives and the extent to which the materials satisfy criteria for effective energy education as expressed in the general literature of the field. An instrument was developed by the study to evaluate the PEEC materials. The study detected some variations in reading levels from those intended and detected slight but non-systematic biases in the energy future considerations. (RE)

ED 178 321 SE 029 202

Reuss, E. And Others

FORTRAN IV Digital Filter Design Programs. Digital Systems Education Project.

Pittsburgh Univ., Pa. Dept. of Electrical Engineering.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Grant-NSF-GZ-2997
Note-94p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Computer Oriented Programs, *Computer Programs, *Digital Computers, Educational Technology, *Instructional Materials, Programing, *Technical Reports
Identifiers-*Digital Filter

The goals of the Digital Systems Education Project (DISE) include the development and distribution of educational/instructional materials in the digital systems area. Toward that end, this document contains three reports: (1) A FORTRAN IV Design Program for Low-Pass Butterworth and Chebychev Digital Filters; (2) A FORTRAN IV Design Program for Butterworth and Chebychev Band-Pass and Band-Stop Digital Filters; and (3) Programs for Weighted Least Squares Design of Nonrecursive and Recursive Digital Filters. The first two reports give the design procedure used, a description of the program, and design examples for the respective programs. The third report describes the operation of the two programs under discussion and gives examples to illustrate their operation. (MK)

ED 178 322 SE 029 205

White, James W.

An Off-Line Simulation System for Development of Real-Time FORTRAN Programs.

Arizona Univ., Tucson. Dept. of Chemical Engineering.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-74
Grant-NSF-SED-74-21344
Note-43p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Programs, Computers, *Program Development, Programing, Programs, *Simulation, *Technical Reports
Identifiers-*FORTRAN, *Minicomputers

Implementation of an ISA FORTRAN standard for executive functions and process input-output within a simulation system called MINIFOR provides a useful real-time program development tool for small single function, dedicated minicomputers having a FORTRAN compiler but limited program development aids. A FORTRAN-based pre-compiler is used off-line to eliminate most compilation errors, while the run-time system is used off-line to eliminate most execution errors. The description of the structure and features of the MINIFOR system illustrates its capabilities and limitations. Attention is directed toward the run-time system and an example of its use is included. (Author/MK)

Haveman, Jacqueline E. O'Connell, Kathryn

The Energy Conservation Curriculum Model.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Grant-G007701943
Note-145p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Conservation Education, Curriculum, *Curriculum Design, Curriculum Development, Curriculum Planning, Curriculum Research, *Energy, Energy Conservation, *Environmental Education, Fuel Consumption, Interdisciplinary Approach, *Models, Natural Resources, Postsecondary Education, Science Education, *Vocational Education
Identifiers-*Energy Education

Described is a model which responds to the need for a systematic, conceptual framework for understanding energy. The specific vehicle for enhancing this understanding for the model is postsecondary adult vocational education. The model is intended to assist educators in designing and developing curricula tailored to the needs and interests of their own students. The document is divided into two parts. The first part is a resource book describing the key knowledge elements of the model and a bibliography of energy-related materials. The second part is an application guide designed to illustrate how elements of the model can be used in the instructional process. (RE)

Banathy, Bela H. Mills, Stephen R.

The Environmental Education Teacher Training Models Project, April 15, 1977 to November 15, 1978. Final Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-15 Nov 78
Contract-300-77-0158
Note-109p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Conceptual Schemes, Curriculum, *Curriculum Design, Curriculum Development, Curriculum Planning, Elementary Secondary Education, Energy, Energy Conservation, Environment, *Environmental Education, *Interdisciplinary Approach, *Models, Nonformal Education, Science Education, Social Studies
Identifiers-Energy Education

Described is a project to devise four environmental education models targeted to: (1) secondary school teachers teaching separate courses on energy; (2) elementary and secondary teachers seeking to infuse environmental education into social science courses; (3) elementary and intermediate teachers seeking to infuse environmental education into natural science courses; and (4) community leaders seeking to enhance awareness of energy and environmental issues in adult organizations. The report presents a history of the project; a description of the project conceptual basis; a description of the models; a set of operational specifications for the models; a set of specifications for teacher training materials; and appendices of support information. (Author/RE)

Buckman, Emily

Summit Conference on Environmental Education, Report and Recommendations. Conference Developed Under the Auspices of the Environmental Education Association of Illinois. Document No. 79/25.

Illinois Inst. of Natural Resources, Chicago.
Pub Date-Jul 79
Note-44p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Conference Reports, Elementary Secondary Education, *Environmental Education, Government Role, Higher Education, Manpower Development, Public Education, *Public Policy, State Government, State Programs

This report documents the recommendations derived from conference attention to five areas of concern: (1) responsibility of all sectors to enhance the individual's ability to make informed decisions on environmental issues; (2) the responsibility of all sectors to share information leading to enhanced ability to function in an environmentally responsible manner; (3) responsibility of all sectors to make manpower needs in environmental fields known to those managing career education programs; (4) the responsibility of communities to plan environmental education programs responsive to all sectors; and (5) the need for all sectors to reflect, in action, positive environmental education philosophies. Sectors, as defined by the conference, include business, education, government, environmental organizations, and social/service groups. Specific recommendations with supporting considerations addressing each of the five areas of concern are presented in the appendices. (RE)

ED 178 326 SE 029 209

Water Management and Sediment Control for Urbanizing Areas.

Soil Conservation Service (DOA), Columbus, Ohio.

Pub Date-Jun 78
Note-235p.; Contains occasional marginal legibility in Tables, Charts, and Figures; Pages 23-24 removed due to oversize
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Agriculture, Development, Environment, Environmental Education, *Environmental Influences, Forestry, *Land Use, Management, Natural Resources, *Soil Conservation, *Urban Environment, *Water Resources
Identifiers-*Erosion, *Sediments

This handbook, developed for use by the Soil Conservation Service and property owners, land developers, local government agencies, and consulting firms, is designed to provide information on water management and minimizing erosion on land undergoing development in urban areas. The standards and specifications listed in this handbook are to provide criteria for the design, installation, and maintenance of water management and sediment control practices. Recommendations in the handbook apply to urbanizing lands where housing, industrial, institutional, recreational, and highway developments are occurring or are being planned. Due to wide variations in climate, topography, geology, soils, and plant requirements, these recommendations are somewhat generalized. The document is divided into four chapters: (1) Resource Planning in Urbanizing Areas; (2) Standards and Specifications; (3) Methods for Determining Soil Loss; and (4) Installation and Maintenance Needs. An appendix of related design charts and tables concludes this publication. (BT)

ED 178 327 SE 029 210

Annotated Bibliography, 1973-1977, Division of Science Information.

National Science Foundation, Washington, D.C. Div. of Science Information.
Pub Date-Jun 79
Note-210p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Federal Aid, Foundation Programs, *Government Publications, Grants, Information Retrieval, *Information Sources, *Science Programs, Science Projects, *Scientific Research, Surveys, *Technical Reports
Identifiers-*National Science Foundation

This bibliography contains information concerning publications of studies and projects which were supported by the Division of Science Information of the National Science Foundation. The first part of the bibliography presents the reports of studies directly produced by NSF. The other part consists of the annotations of the reports which are arranged in chronological order by year of publication. (Author/SA)

ED 178 328 SE 029 214

Carpenter, Thomas P.

Cognitive Development Research and Mathematics Education. Theoretical Paper No. 73. Conceptual Paper No. 2.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Grant-OB-NIE-G-78-0217
Note-119p.; Report from the Project on Studies in Mathematics
Pub Type- Reports - General (140) - Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Cognitive Development, Educational Research, *Elementary School Mathematics, Elementary Secondary Education, Geometry, Information Processing, Learning Theories, Logical Thinking, Mathematical Concepts, *Mathematics Education, Measurement, Numbers, *Research, Secondary School Mathematics

The purpose of this paper is to identify how the theory and techniques of research in cognitive development can be applied to the study of learning and instruction in mathematics. Five basic research paradigms are characterized; major directions of research on number, measurement, geometry, and adolescent reasoning are identified. Most of the research was built upon the work of Piaget and his associates. However, recently translated Soviet research and information processing techniques are also discussed. Potential education applications discussed include: content and sequencing of mathematical topics, matching instruction to appropriate levels of development, and choosing instructional strategies. (Author/MK)

ED 178 329 SE 029 215

Moser, James M.

Young Children's Representation of Addition and Subtraction Problems. Theoretical Paper No. 74. Conceptual Paper No. 4.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Grant-OB-NIE-G-78-0217
Note-45p.; Report from the Project on Studies in Mathematics
Pub Type- Reports - General (140) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Addition, *Componential Analysis, Concept Formation, Educational Research, Elementary Education, *Elementary School Mathematics, Mathematical Concepts, *Mathematical Models, Mathematics Instruction, Models, *Subtraction, Symbols (Mathematics)

A discussion is presented concerning variables associated with children's representation of certain addition and subtraction problems. Problem components are classified as physical, pictorial, sensual, verbal-spoken, verbal-written, symbolic, or internal. Problems are discussed as abstract (symbolic) or nonsymbolic. Three problem components are identified and discussed: (1) measurable entities, (2) contextual relationships or actions on entities, and (3) characteristics of the missing number. The second component is further broken down into joining, separating, equalizing, part-part-whole, and comparison. Problem structure is also discussed. (MK)

ED 178 330 SE 029 216

Burke, Maurice And Others

The Teaching of Initial Fractions Concepts, Parts 1 and 2. Working Paper No. 218.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-WRDCCL-WP-218

Pub Date-Dec 77

Contract-NE-C-00-3-0065

Note-378p.; Report from the Project on Studies in Mathematics

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Book Reviews, Common Fractions, *Concept Formation, Concept Teaching, *Educational Research, Elementary Education, *Elementary School Mathematics, *Fractions, Fundamental Concepts, Mathematical Concepts, *Mathematics Instruction, Research Reviews (Publications), *Skill Development

This working paper is a product of a graduate research seminar in mathematics education at the University of Wisconsin. Chapter I contains the rationale for re-examining fractions. The discussion centers around the different interpretations of fractions in view of the use of hand-held calculators and the metric system. In Chapter II a logical, conceptual hierarchy of initial fraction concepts is presented. Chapter III is an extensive review of the related research. This review includes overviews of the research, dissertations, large-scale investigations, foundation work, further studies on readiness, and interpretations and recommendations. Chapter IV is a brief review of how fractions are presented in selected textbooks. Five pilot studies are described in Chapter V. Chapter VI includes an overview of the Developing Mathematical Processes (DMP) approach to fractions. (MK)

ED 178 331 SE 029 217

Elmore, Patricia B. Vasu, Ellen S.

Math Anxiety: Its Impact on Graduate Level Statistics Achievement.

Pub Date-Apr 79

Note-30p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Achievement, *Anxiety, Attitudes, *College Mathematics, *Educational Research, Graduate Students, *Graduate Study, Higher Education, Mathematical Experience, Sex Differences, Spatial Relationship, *Statistics, Student Attitudes

This study investigates the effect of attitudes toward mathematics-related coursework, previous mathematics coursework, student sex, spatial ability, and masculinity-feminity of interest pattern on statistics achievement. Subjects were 188 student volunteers from inferential statistics classes taught at a midwestern university during 1977-78. Instruments administered were the Masculinity-femininity Scale of the MMPI, Fennema-Sherman Mathematics Attitudes Scales, Attitudes Toward Feminist Issues Scale, five spatial visualization ability subtests of Factor-Referenced Cognitive Tests, and biographical data sheet. Sex differences were found on two of the mathematics attitude scales, for total points in the course, and on three of the five spatial visualization subtests. Regression analyses were performed to determine: (1) the amount of variance in statistics achievement accounted for by three theoretical models, and (2) the contribution of each variable set over and above the other variable sets in combination. (Author/MK)

ED 178 332 SE 029 262

Schlenker, Richard M. Perry, Constance M.

A Writing Guide for Student Oceanography Laboratory and Field Research Reports.

Pub Date-Oct 79

Note-21p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Composition Skills (Literary), Earth Science, *Environment, Expository Writing, Language Arts, *Oceanology, *Scientific Literacy, *Technical Writing, *Writing, Writing Skills

This guide is intended to improve the writing and composition skills of oceanography students but it may be applied to other written scientific compositions. Discussed is the documenting of laboratory and field investigations during the activity. A suggested format for the research report is presented with discussions of each section. A segment is devoted to tips for writing a good report. Sample short reports are included in the guide. (RE)

Kauffman, Draper L., Jr.

The Human Environment: An Introduction to Environmental Systems. Draft.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-78
Note-284p.; Pages 2.7 and 2.8 missing from document prior to its being shipped to EDRS for filming; Contains light and broken type; Best copy available
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Ecology, Economics, *Environment, *Environmental Education, Evolution, *Interdisciplinary Approach, Politics, Science Education, *Systems Approach, Systems Concepts, Systems Development

Concepts of the human environment through a systems approach are presented. Principles of systems thinking which assist the student to study subjects with a comprehensive view of the way topics are interrelated with each other, rather than considering subjects in isolation, are discussed. Part One introduces systems concepts. Part Two deals with environmental systems, including ecosystems, economic systems, political systems, and their role in the human environment. Part Three provides appendices of system notes, sources for further study and a bibliography. (RE)

Integrated Pest Management, Preliminary. Curriculum Guide and Instructional Materials for a Secondary School Vo-Ag Program.

Grady County Board of Education, Cairo, Ga.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-78
Grant-G00700606
Note-84p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agricultural Chemical Occupations, *Agricultural Education, Agriculture, Conservation Education, Environment, *Environmental Education, *Pesticides, Secondary Education, Vocational Agriculture, *Vocational Education

This curriculum guide presents methods to disseminate information to students interested in dealing with pests, or who have concerns about the environmental impacts of modern pest control methods. Options are encouraged for pest control methods using a combination of natural, biological, cultural, and chemical means of control. Specifically covered in addition to methods of pest control are the ecology of pests, their effects on man, man's effect on the biosphere, and the determination of what is and what is not a pest. (Author/RE)

Manual for the CBE Environmental Education Kit for the Middle Grades. Draft Edition.

Brookdale Community Coll., Lincroft, N.J.; Committee for a Better Environment, Inc., Holmdel, N.J.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-78
Grant-G007700522
Note-143p.; Contains occasional light and broken type; several pages removed due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Class Activities, *Conservation Education, *Ecology, Elementary Secondary Education, Environment, *Environmental Education, Environmental Influences, Interdisciplinary Approach, Natural Resources, *Pollution, *Resource Materials, Science Education

The primary goal of this collection of classroom activities is to produce environmentally-aware citizens. The skills and concepts taught through use of the kit are intended to permit the teacher to integrate diverse concepts of the environment into classroom teaching. Activities are divided into three main segments. The first segment, Ecological Concepts, considers an ecosystem. The second segment, Pollution Activities, deals with the impact of human beings on an ecosystem. The third segment, Outdoor Activities, suggests a set of problems which students can investigate outdoors. (Author/RE)

ED 178 336 SE 029 271

Wallick, Lorna Troha, Joanne

Using Computer Modeling in the Classroom to Examine Environmental Issues. A Teacher's Guide.

Dayton Univ., Ohio.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-Jul 78

Grant-G007700611

Note-66p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Class Activities, *Computer Assisted Instruction, Computer Programs, *Computers, Electronic Data Processing, Environment, *Environmental Education, Environmental Influences, Interdisciplinary Approach, *Models, Science Education, Secondary Education

This guide provides instructions for the use of computer modeling to teach environmental studies or other subjects which may be difficult to teach. The computer modeling method described does not require input of quantitative data and does not produce a numerical model. The technique produces a qualitative model which portrays present or future situations and can be manipulated to aid student understanding of the concept under study. (Author/RE)

ED 178 337 SE 029 272

Graff, Thomas And Others

Environmental Impacts of Economic and Population Change in Arkansas.

Arkansas Univ., Fayetteville.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-77

Grant-G007700527

Note-96p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Economic Education, *Economics, *Environment, *Environmental Education, *Environmental Influences, Natural Resources, Pollution, Population Education, Population Growth, *Population Trends, Secondary Education

Identifiers-*Arkansas

This text is intended to portray the interrelationships of a region's environment, population, and economy. The first chapter defines these interrelationships. The second chapter focuses on economic changes in Arkansas since 1940. The third chapter examines population changes in Arkansas since 1940. The final chapter demonstrates that all these factors are interrelated. Specific examples of Arkansas situations are used in two simulation games. (Author/RE)

Boyer, Robert E.

Field Guide to Rock Weathering. Earth Science Curriculum Project Pamphlet Series PS-1.

American Geological Inst., Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ESCP-PS-1
Pub Date-71
Note-43p.; For related documents, see SE 029 275-283; Not available in hard copy due to copyright restrictions; Photographs and colored drawings may not reproduce well
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Chemistry, *Earth Science, Environment, *Environmental Influences, Field Trips, Instructional Materials, *Meteorology, *Science Activities, *Science Course Improvement Project, Science Education, Science Instruction, Secondary Education, Secondary School Science, Soil Conservation, Urban Environment
Identifiers-*Earth Science Curriculum Project, National Science Foundation

Highlighted are the effects of weathering through field investigations of the environment, both natural rocks, and the urban environment's pavements, buildings, and cemeteries. Both physical weathering and chemical weathering are discussed. Questions are presented for post-field trip discussion. References and a glossary are provided. (Author/RE)

ED 178 339 SE 029 275

Foth, Henry-Jacobs, Hyde S.

Field Guide to Soils. Earth Science Curriculum Project Pamphlet Series PS-2.

American Geological Inst., Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ESCP-PS-2
Pub Date-71
Note-44p.; For related documents, see SE 029 274-283; Not available in hard copy due to copyright restrictions; Photographs and colored charts, graphs, and drawings may not reproduce well
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Chemistry, *Earth Science, Ecology, *Field Studies, Geology, Instructional Materials, Natural Resources, *Science Activities, *Science Course Improvement Project, Science Education, Science Instruction, Secondary Education, Secondary School Science, *Soil Conservation, Soil Science
Identifiers-*Earth Science Curriculum Project, National Science Foundation

Discussed are the importance of soil to plant and animal life, the evolution of a soil profile, and the major kinds of soil in the United States. On a suggested field trip, students examine different kinds of soil profiles; they also measure soil acidity and water-holding capacity. Suggestions for further study are provided along with references and a glossary. (Author/RE)

ED 178 340 SE 029 276

Freeman, Tom

Field Guide to Layered Rocks. Earth Science Curriculum Project Pamphlet Series PS-3.

American Geological Inst., Washington, D.C.

Spons Agency-National Science Foundation, Washington, D.C.

Report No.-ESCP-PS-3

Pub Date-71

Note-50p.; For related documents, see SE 029 274-283; Not available in hard copy due to copyright restrictions; Photographs and colored charts, graphs, and drawings may not reproduce well

Pub Type- Guides - General (050) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Earth Science, Environment, *Field Studies, Field Trips, *Geology, Instructional Materials, Paleontology, *Science Activities, *Science Course Improvement Project, Science Education, Science Instruction, Secondary Education, Secondary School Science

Identifiers-*Earth Science Curriculum Project, National Science Foundation

Presented is the study of sequences of rock layers as the basis for historical geology. Also considered is the influence of rock layers on the appearance of the landscape. Specific relevant laws of geology are presented. Preparation for a field trip is discussed. An example field trip is discussed and field techniques and projects are reviewed. References and a glossary are provided. (Author/RE)

ED 178 341 SE 029 277

Beerbower, James R.

Field Guide to Fossils. Earth Science Curriculum Project Pamphlet Series PS-4.

American Geological Inst., Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ESCP-PS-4
Pub Date-71
Note-59p.; For related documents, see SE 029 274-283; Not available in hard copy due to copyright restrictions; Photographs and colored drawings may not reproduce well
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage PC Not Available from EDRS.
Descriptors-*Earth Science, Ecology, Environmental Education, *Field Studies, Field Trips, Geology, Instructional Materials, *Paleontology, *Science Activities, *Science Course Improvement Project, Science Education, Science Instruction, Secondary Education, *Secondary School Science
Identifiers-*Earth Science Curriculum Project, National Science Foundation

This guide introduces the study of fossils and means through which this study may provide clues to ancient environments and geology. Presented are discussions about the origin of many types of organisms, origin of organic communities, evolution, and extinction of species. Suggestions are provided for likely collection sites, methods of collection, identification of fossils, and field techniques. Appendices, references, and a glossary are provided. (Author/RE)

ED 178 342 SE 029 278

Romey, William D.

Field Guide to Plutonic and Metamorphic Rocks. Earth Science Curriculum Project Pamphlet Series PS-5.

American Geological Inst., Washington, D.C.

Spons Agency-National Science Foundation, Washington, D.C.

Report No.-ESCP-PS-5

Pub Date-71

Note-58p.; For related documents, see SE 029 274-283; Not available in hard copy due to copyright restrictions; Photographs and colored charts, graphs, and drawings may not reproduce well

Pub Type- Guides - General (050) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Earth Science, Field Studies, Field Trips, *Geology, *Geophysics, Instructional Materials, *Science Activities, *Science Course Improvement Project, Science Education, Science Instruction, Secondary Education, *Secondary School Science

Identifiers-*Earth Science Curriculum Project, National Science Foundation

Suggested are methods for the collection of field evidence about processes that form plutonic and metamorphic rock. Description and discussion of these types of rocks are provided. The planning and execution of a successful field trip is discussed. Advanced field projects are also discussed. Included are five appendices, references, and a glossary. (RE)

ED 178 343 SE 029 279

Rapp, George, Jr.

Color of Minerals. Earth Science Curriculum Project Pamphlet Series PS-6.

American Geological Inst., Washington, D.C.

Spons Agency-National Science Foundation, Washington, D.C.

Report No.-ESCP-PS-6

Pub Date-71

Note-40p.; For related documents, see SE 029 274-283; Not available in hard copy due to copyright restrictions; Colored photographs, charts and drawings may not reproduce well

Pub Type- Guides - General (050) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Chemical Bonding, Chemistry, *Color, *Earth Science, *Geology, Instructional Materials, Physics, *Science Activities, *Science Course Improvement Project, Science Education, Science Instruction, Secondary Education, Secondary School Science

Identifiers-*Earth Science Curriculum Project, National Science Foundation

The causes for many of the colors exhibited by minerals are presented to students. Several theories of modern physics are introduced. The nature of light, the manner in which light interacts with matter, atomic theory, and crystal structure are all discussed in relation to the origin of color in minerals. Included are color pictures of many minerals. (Author/RE)

ED 178 344 SE 029 280

Hoyt, John H.

Field Guide to Beaches. Early Science Curriculum Project Pamphlet Series PS-7.

American Geological Inst., Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ESCP-PS-7
Pub Date-71
Note-50p.; For related documents, see SE 029 274-283; Not available in hard copy due to copyright restrictions; Photographs and colored charts, graphs, and drawings may not reproduce well
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Environment, Instructional Materials, Laboratory Procedures, Natural Resources, *Oceanology, Physics, Pollution, *Science Activities, *Science Course Improvement Project, Science Education, Science Instruction, Secondary Education, Secondary School Science, Water Pollution Control, *Water Resources
Identifiers-*Earth Science Curriculum Project, National Science Foundation

The study of beaches and their capacity as an interface between land, air, and water is presented. Students investigate shore phenomena to better understand the beach's history and possible future. Also discussed is the interaction between man and the beach, from weather effects to pollution. Laboratory investigations of samples collected from the beach and of observations made at the beacn are suggested. (Author/RE)

Verduin, Jacob

Field Guide to Lakes. Earth Science Curriculum Project Pamphlet Series PS-8.

American Geological Inst., Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ESCP-PS-8
Pub Date-71
Note-51p.; For related documents, see SE 029 274-283; Not available in hard copy due to copyright restrictions; Photographs and colored charts, graphs, and drawings may not reproduce well
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biology, Chemistry, *Earth Science, Environment, Field Trips, Geology, Instructional Materials, Natural Resources, Physics, *Science Activities, *Science Course Improvement Project, Science Education, Science Instruction, Secondary Education, Secondary School Science, Water Pollution Control, *Water Resources
Identifiers-*Earth Science Curriculum Project, National Science Foundation

Attention is directed to processes going on in lakes which are not apparent to the observer of their scenic beauty. Explored are the lifetime of lakes, how lakes are formed, elements of a field trip to a lake, and influence of human activities on lakes. Sample post-field trip questions, references, and a glossary of terms are also included. (RE)

Dexter, William A.

Field Guide to Astronomy Without a Telescope. Earth Science Curriculum Project Pamphlet Series PS-9.

American Geological Inst., Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ESCP-PS-9
Pub Date-71
Note-60p.; For related documents, see SE 029 274-283; Not available in hard copy due to copyright restrictions; Photographs and colored charts, graphs, and drawings may not reproduce well
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aerospace Education, Aerospace Technology, *Astronomy, *Earth Science, Instructional Materials, *Science Activities, *Science Course Improvement Project, Science Education, Science Instruction, Secondary Education, Secondary School Science, *Space Sciences
Identifiers-*Earth Science Curriculum Project, National Science Foundation

This guide provides the interested student with a wide range of astronomical investigations that require a minimum of equipment. Activities focus on analysis and understanding of numerous celestial events which are observable every day. The guide is intended to lead the amateur through initial steps in the understanding of some of the functions of the universe. (Author/RE)

ED 178 347 SE 029 283

Moore, Carleton B.

Meteorites. Earth Science Curriculum Project Pamphlet Series PS-10.

American Geological Inst., Washington, D.C.

Spons Agency-National Science Foundation, Washington, D.C.

Report No.-ESCP-PS-10

Pub Date-71

Note-50p.; For related documents, see SE 029 274-282; Not available in hard copy due to copyright restrictions; Photographs and colored charts, graphs, and drawings may not reproduce well

Pub Type- Guides - General (050) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Aerospace Education, Aerospace Technology, *Astronomy, *Earth Science, Instructional Materials, *Science Activities, *Science Course Improvement Project, Science Education, Science Instruction, Secondary Education, Secondary School Science, *Space Sciences

Identifiers-*Earth Science Curriculum Project, National Science Foundation

Discussed are meteors from an historical and astronomical viewpoint; then presented is the chemical makeup of iron meteorites, stony meteorites, and stony-iron meteorites. Age determination, moon craters, and tektites are also treated. The interested observer learns how to identify meteorites and to describe how they fall. (Author/RE)

ED 178 348 SE 029 285

Banaugh, R. P.

An Introduction to Computer Assisted Analysis in the Biological Sciences.

Montana Univ., Missoula. Dept. of Computer Science.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-30 Sep 76
Grant-NSF-GZ-3469
Note-619p.; Page 1.9 missing from document; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-*Biological Sciences, *College Science, Componential Analysis, Computer Assisted Instruction, *Computer Oriented Programs, Computer Programs, Genetics, Growth Patterns, Higher Education, *Models, Population Growth, Problems, Textbooks

This set of notes is designed to introduce the student to the development and use of computer-based models, and to analyze quantitative phenomena in the life sciences. Only BASIC programming language is used. The ten chapter titles are: The Growth of a Single Species; The Association of Two Species; Parameter Determination; Automated Parameter Determination; Multivariable Search Methods; Life Tables; Applications to Genetics; Random Processes; Compartmental Analysis; and Simulating Tree Growth with a Computer. Most chapters include problem and reference sections. (MK)

ED 178 349 SE 029 286

Smorodin, Calla Rustige, Peggy

Classrooms and Community: A Process Guide for Teacher Training in Environmental Education.

Missouri Botanical Gardens, St. Louis.; Saint Louis Public Schools, Mo.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-23 Aug 78
Note-75p.; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Community Resources, Elementary Secondary Education, *Environmental Education, *Inservice Programs, *Interdisciplinary Approach, *Models, *Teacher Education

This guide describes a model for training teachers in a multi-disciplinary, multi-process approach to environmental education. The model was developed and evaluated over a two-year period. The guide documents experience with the model and points out suggestions for building an inservice program in environmental education that makes use of resources found in a local community. The guide focuses mainly on teachers of grades 4, 5, and 6, but has relevance for teachers at all grade levels. (Author/RE)

ED 178 350 SE 029 287

Norman, John, Ed. And Others

Environmental Education Activities, 7th-12th Grades. Project RENEW.

Wayne State Univ., Detroit, Mich.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-78
Grant-G007701226
Note-165p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Air Pollution Control, *Class Activities, Environment, *Environmental Education, Environmental Influences, Interdisciplinary Approach, *Land Use, Planning, Pollution, Science Education, Secondary Education, *Water Pollution Control

This collection of environmental education mini-units presents class activities of a multi-disciplinary nature appropriate for a variety of secondary-level grades. Each lesson of a mini-unit includes specified objectives, list of materials, and procedures. The procedure segment sometimes provides several activities, including instructions, from which a student may choose. Concluding the lesson are references or discussion questions. (RE)

ED 178 351 SE 029 288

Buck, Harry L.

Do-It-Yourself Guide to: A Land Use Seminar. Construction Plans, Use Guidelines and Set-Up Information.

Quarry Hill Nature Center, Rochester, Minn.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-78
Grant-G007700531
Note-58p.; Photographs and colored pages may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Class Activities, Elementary Secondary Education, *Environmental Education, *Land Use, Nature Centers, *Planning, *Regional Planning, Resource Centers

The land use seminar described involves the use of 12 stations containing displays relating to land use. Each student is provided a data sheet and instructed to answer questions requiring the obtaining of data from the displays. Discussion questions are also included for later attention. The guide provides instructions for the construction of each display, including a list of materials and a description of the desired learning outcome. Teacher background is provided for each display along with example student data sheets and two example quizzes dealing with the information presented to the student. (RE)

ED 178 352 SE 029 289

Personnel Development: A Model for Integrating Formal Non-Formal Environmental Education Resources Into Curriculum for Grades 4-8.
West Virginia State Dept. of Education, Charleston. Bureau of Learning Systems.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-78
Grant-G007701355
Note-168p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Educational Objectives, *Educational Planning, Educational Programs, *Environmental Education, Institutional Role, *Models, Program Design, *Program Proposals, *Project Applications
Identifiers-West Virginia

This project proposal outlines a pilot project for meeting the educational goal that each individual shall acquire knowledge and appreciation of the environment and recognize personal responsibility for its quality. The project proposes to analyze the role of socio-technological change and problem-solving capabilities, and to compile and analyze data relative to regional environmental education needs. The project proposes to address needs by developing and conducting inservice activities, providing supervisory assistance and promotional activities, and evaluating the effectiveness of the project. (Author/RE)

ED 178 353 SE 029 290

Pines, A. Leon

Teaching Scientific Concepts: The Use of "Bottom Up" and "Top Down" Strategies Combined With the Use of Metaphors.

Pub Date-79
Note-19p.; Paper presented at the regional convention of the National Science Teachers Association (Hartford, CT, October 25-27, 1979); Contains occasional light and broken type
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Concept Formation, *Concept Teaching, Generalization, *Models, Science Education, *Science Instruction, *Scientific Concepts, Teaching Methods, Teaching Models, *Thought Processes

Discussed are the nature of the development of conceptual relationships, and the structure of concepts. The topics are presented with regard to the importance of combining metaphors with two alternate approaches to learning, the first being rote learning and the other being inductive learning. The paper is intended to be a model of the concept of a concept, and to show how to think about instruction. (SA)

ED 178 354 SE 029 292

Schaaf, Oscar F.

Introduction to the LCMP Mathematics Problem-Solving Programs.

Lane County Education Service District, Eygene, Oreg.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-79

Note-20p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Elementary School Mathematics, Elementary Secondary Education, *Experimental Programs, Inservice Programs, *Mathematics Curriculum, *Mathematics Instruction, *Problem Solving, Secondary School Mathematics, Teaching Guides

Identifiers-Oregon

Presented is a discussion on problem solving in general and a description of a specific program, the Lane County Mathematics Project, to teach problem solving. Topics considered include: (1) Why teach problem solving; (2) Can problem solving be taught; (3) What are problem-solving skills; (4) What are some examples of problem-solving strategies; (5) How will these problem-solving materials fit into the regular mathematics program; (6) What in-service education is planned for teachers who use the packets; and (7) How will the programs be evaluated? A content outline for a fourth grade packet is also presented. (MK)

ED 178 355 SE 029 302

Helms, David Graeber, Anna

Problems Related to Children's Acquisition of Basic Skills and Learning of Mathematics.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date-75

Note-13p.

Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($1.00)

Pub Type- Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Skills, Educational Problems, *Educational Research, *Elementary School Mathematics, Elementary Secondary Education, Instructional Materials, Instructional Programs, Learning, *Learning Difficulties, Mathematics Curriculum, *Mathematics Instruction, Program Development, Secondary School Mathematics

Observations are offered on some of the problems that seem to relate to children's acquisition of basic skills and learning of mathematics. Some research and development options are suggested. Discussion of the problems is divided into the two areas Instructional Program'' and Management of the Instructional Program.'' The first of these is further subdivided into Basic Mathematical Skills and Learnings'' and Strategy and Materials of the Instructional Program and Problems that May Raise Barriers to Learning.'' (MK)

ED 178 356 SE 029 305

Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.

Investigations in Mathematics Education, Vol. 12, No. 4.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-79
Note-71p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Subscription $6.00, single copy $1.75)
Journal Cit-Investigations in Mathematics Education; v12 n4 Fall 1979
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Abstracts, Educational Diagnosis, Effective Teaching, Elementary Secondary Education, Experimental Curriculum, *Geometric Concepts, Higher Education, Individualized Instruction, *Manipulative Materials, Mathematical Vocabulary, *Mathematics Education, *Number Concepts, *Research Reviews (Publications), Rewards, *Spatial Relationship

Thirteen research reports related to mathematics education are abstracted and analyzed. Two of the reports deal with acquisition of number concepts; three deal with instructional techniques; and one each pertains to diagnosis, logical connectives, teacher behaviors, spatial preferences, mathematical language, formal thought, and curriculum evaluation. Another reviewed document is concerned with spatial and geometric concepts; it contains eleven research papers and three review articles. Research related to mathematics education reported in RIE and CIJE between April and June 1979 is listed. (MK)

ED 178 357 SE 029 333

Shulman, Lee S. Shroyer, Janet

Psychology and Mathematics Education Revisited. Occasional Paper No. 10.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Contract-400-76-0073
Note-30p.; Not available in hard copy due to marginal legibility of original document
Available from-Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824 ($1.75)
Pub Type- Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cognitive Processes, *Educational Research, Elementary Secondary Education, *Information Processing, Learning Processes, *Learning Theories, *Mathematics Education, Mathematics Instruction, *Problem Solving, *Psychology

Since the mid-1960s a new approach has dominated American research in the area of mathematics education information-processing theory. The author examines several examples of research in this new tradition and sketches the general features of an emerging information-processing psychology of teaching. Information-processing studies that employ descriptions of behavior, systematic introspection, and computer simulation to develop and test theories of mathematical learning and problem solving are described. (Author/MK)

ED 178 358 SE 029 334

Belli, Gabriella

Survey Method and Its Use in Research in General Mathematics. Research Series No. 54.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-76-0073
Note-22p.; Contains light and broken type
Available from-Institute for Research on Teaching, 252 Erickson Hall, Michigan State Univ., East Lansing, MI 48824 (no price quoted)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Research, Grade 9, *Mathematics Curriculum, *Research Methodology, Secondary Education, *Secondary School Mathematics, Student Placement, *Surveys
Identifiers-*General Mathematics

This paper is presented in two sections. The first considers survey research, both in general and educational contexts, and outlines the potential utility of combining survey methods and observational fieldwork in studying different aspects of the same phenomenon. The second provides background for, and a description of, the survey phase of IRT's General Mathematics Project. (Author/MK)

ED 178 359 SE 029 339

Zweng, Marilyn J. And Others
Children's Strategies of Solving Verbal Problems. Final Report.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-1 Aug 79
Grant-NIE-G-78-0094
Note-108p.; Colored pages in Appendices may not reproduce well
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Addition, Complexity Level, Division, *Educational Research, Educational Strategies, Elementary Education, *Elementary School Mathematics, *Mathematics Instruction, Multiplication, Problem Sets, *Problem Solving, Question Answer Interviews, Subtraction
Identifiers-*Calculators, *Verbal Problems

This study attempted to identify the things that help elementary school students solve verbal problems. Among the types of things included for examination were: the attributes of problems, the tools used, and the problem transformations that were possible. The summary of findings is comprised of 29 diverse types of statements grouped under four headings: (1) Problem Difficulty, (2) Effectiveness of Hint, (3) Calculator Usage, and (4) Special Analyses. These findings included: (1) By sixth grade, most single-step problems could be solved by children of all ability levels; (2) For all grade levels and all ability levels, Personalize'' was a helpful problem-solving hint; (3) The pattern of calculator usage by low-ability students was very similar to the calculator usage of average-ability students. Both groups used a calculator more often than high ability students; and (4) Contrary to the results of prior research, problems containing extraneous information which was similar to the problem data were not more difficult than problems with unlike'' data. (MK)

Cohen, Martin P. Fliess, Robert F.

Minicalculators and Instructional Impact: A Teacher Survey.

Pittsburgh Univ., Pa. School of Education.
Pub Date- 79
Note-37p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Policy, Calculation, *Educational Research, Mathematics Curriculum, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Surveys, *Teacher Attitudes, *Teacher Behavior, Teaching Techniques
Identifiers-*Calculators

A survey was conducted to determine: (1) secondary school mathematics teachers' attitudes toward calculator usage in mathematics classes; (2) teacher practices in allowing and/or encouraging the use of calculators; and (3) teachers' perceptions of their schools' policies regarding calculators in the mathematics classroom. The results indicated that teachers generally favor calculator usage, but also tend to believe that calculators should not be used as a substitute for developing computational skills. Teachers were more likely to allow and/or encourage the use of calculators in higher level mathematics courses. The school districts involved in this study had not developed clear-cut policies on calculators in the classroom. (MK)

ED 178 361 SE 029 372

Hiebert, James

The Effect of Cognitive Development on First Grade Children's Ability to Learn Linear Measurement Concepts. Technical Report No. 506. Studies in Mathematics Technical Report Series.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-WRDCIS-TR-506

Pub Date-Jun 79

Contract-OB-NIE-G-78-0217

Note-309p.

Pub Type- Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Cognitive Ability, *Cognitive Development, Conservation (Concept), *Educational Research, Elementary Education, *Elementary School Mathematics, Grade 1, Information Processing, Logical Thinking, Mathematical Concepts, Mathematics Instruction, *Measurement, Research Reviews (Publications)

The purpose of this study was to test the effect of several cognitive development capacities on first-grade children's ability to learn basic concepts and skills of linear measurement. The cognitive capacities of interest were logical reasoning ability and information processing capacity. The hypotheses predicted that children who had not yet developed the capacities would experience difficulty learning certain measurement concepts or skills. The results confirmed the predictions with respect to logical reasoning ability. Subjects who conserved length and reasoned transitively, performed significantly better than those who did not on the set of assessment tasks which made direct demands on logical reasoning abilities. No significant differences were found between the high and low information processing capacity groups. The results of this study indicate that some cognitive developmental abilities do affect children's mathematics learning, but only on specific concepts. (Author/MK)

Halyard, Rebecca A. Pridmore, Brooke M.

Techniques Used to Analyze a General Education Program in the Natural Sciences, I: Statement of Expected Competencies and Their Assessment.

Clayton Junior Coll., Morrow, Ga.
Pub Date-79
Note-12p.; Paper presented at the annual meeting of the Georgia Educational Research Association (3rd, Athens, GA, November 9, 1979); For related document, see SE 029 374
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Science, Educational Assessment, *Educational Research, General Education, *Junior Colleges, *Models, Natural Sciences, *Performance Based Education

Reported are techniques used to analyze a general education program in the natural sciences at Clayton Junior College, a two-year college in Morrow, Georgia. A model identifying expected competencies and their assessment is presented, factors related to success in the program are examined, and results of the use of the model are discussed. (PB)

ED 178 363 SE 029 374

Pridmore, Brooke M. Halyard, Rebecca A.

Techniques Used to Analyze a General Education Program in the Natural Sciences, II: A Preliminary Examination of the Scientific Method and Other Factors as Related to Success in Introductory Science Sequences.

Clayton Junior Coll., Morrow, Ga.

Pub Date-79

Note-15p.; Paper presented at the annual meeting of the Georgia Educational Research Association (3rd, Athens, GA, November 9, 1979); For related document, see SE 029 373

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Science, *Educational Research, Evaluation, General Education, *Junior Colleges, Natural Sciences, Performance Based Education, *Science Tests, *Scientific Enterprise, Scientific Methodology, *Test Construction, *Test Reviews

Reported is a study to investigate the performance of students enrolled in a general education program in the natural sciences. Part of the purpose of the study was to investigate a locally-developed evaluation instrument, SMAT. The SMAT is designed to examine a student's concept of the scientific method. Data are reported relative to factors significant to predicting the student's instrument score, course grade, and college grade point average. (PB)

ED 178 364 SE 029 375

Halyard, Rebecca A. And Others

An Analysis of an Individualized Biology Laboratory in a Junior College.

Clayton Junior Coll., Morrow, Ga.

Pub Date-79

Note-10p.; Paper presented at the annual conference of the International Congress for Individualized Instruction (11th, Athens, GA, November 8, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement, *Biology Instruction, College Science, Course Objectives, *Educational Research, *Individualized Instruction, *Junior Colleges, *Laboratories, Laboratory Experiments, Measurement

Reported is the analysis of an individualized biology laboratory program in order to determine if objectives of the laboratory were achieved by students and to identify factors related to success in an individualized laboratory. (Author/PB)

ED 178 365 SE 029 387

Selector's Guide for Junior High School Science Programs. EPIE Report: Number 89m.

Educational Products Information Exchange Inst., New York, N.Y.
Pub Date-79
Note-58p.
Available from-EPIE Institute, Box 620, Stony Brook, NY 11790 (no price quoted)
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors-Curriculum, Elementary Secondary Education, *Junior High School Students, Science Activities, *Science Curriculum, Science Education, *Science Programs, Secondary School Science, Textbook Evaluation, *Textbook Selection

This EPIE report contains parallel, common language descriptions of 26 life, physical, and earth science offerings for junior high school students from nine commercial publishers. Materials have been designed for one-year courses and have copyright dates from 1975-1980. Information for each program is presented under the following headings: (1) Intents (developer's rationale, learner goals, learner objectives); (2) Contents (content scope, content organization); (3) Methods/Activities (presentation of methodology, activities, equipment requirements, learning approach); (4) Tests/Assessments, Other Considerations (special characteristics such as inclusion of material about the theory of evoluation or human sexual reproduction); and (5) Learner Verification and Revision (classroom feedback gathered during trial stages of materials identified by evidence, population, ability level, and research instrument used). (PB)

Goldin, Gerald A., Ed. McClintock, C. Edwin, Ed.
Task Variables in Mathematical Problem Solving.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Contract-400-78-0004
Note-511p.; Document prepared with the assistance of the Georgia Center for the Study of Learning and Teaching Mathematics
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (write for correct price)
Pub Type- Books (010) - Reports - Research (143)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-Cognitive Development, Concept Formation, Elementary Secondary Education, Higher Education, Literature Reviews, *Mathematics Education, *Mathematics Instruction, *Problem Solving, *Research Reviews (Publications), Teaching Techniques, *Unit Plan
Identifiers-Information Analysis Products, *Research Variables

A framework for research in problem solving is provided by categorizing and defining variables describing problem tasks. A model is presented in an article by Kulm for the classification of task variables into broad categories. The model attempts to draw realtionships between these categories of task variables and the stages of problem solving which they principally influence. Articles by Barnett, Webb, Goldin, and McClintock define and discuss each category of task variables, give examples, survey the existing research literature, and explore the theoretical implications of task variables within the category. The categories covered are syntax variables, content and context variables, structure and complexity variables, and heuristic processes. Experimental studies for which the description or control of task variables was a major theme are summarized in articles by Goldin and Caldwell, Waters, Days, Luger, Harik, and Branca et. al. These studies illustrate the various techniques described earlier, and provide evidence of their importance to research outcomes. In articles by Caldwell, Luger, and Schoenfeld, teaching applications are described, with examples of unit plans based on the systematic manipulation of task variables for instructional purposes. The book concludes with reaction papers by Jerman and by Kilpatrick, noted researchers in mathematics education. (MP)

ED 178 367 SO 011 240

Wallace, Joan D., Ed.
Cultural Pluralism and Citizen Education.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Hazen Foundation, New Haven, Conn.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-59p.; A Symposium discussion (Washington, D.C., February 10, 1978)
Available from-Publications Office, Research for Better Schools, Inc., Suite 1700, 1700 Market Street, Philadelphia, PA 19103 ($3.00, paper cover)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Bilingual Education, Changing Attitudes, *Citizenship, Cultural Awareness, *Cultural Pluralism, Curriculum Development, Educational Change, Educational Needs, Educational Objectives, *Educational Programs, Elementary Secondary Education, Higher Education, Racial Attitudes, School Role, Social Change

Conference proceedings are presented which explored the relationship of cultural pluralism to citizen education. Discussants included members of federal offices, national organizations, state departments of education, and private foundations from the U.S. Office of Education, the Office of Bilingual Education, the Council of Chief State School Officers, the Association for Supervision and Curriculum Development, and the Council for Educational Development and Research. Three major topics were examined: (1) the implications of ethnic pluralism for citizen education, (2) the school's responsibility for teaching the implications of ethnic pluralism in citizen education programs, and (3) immediate action which schools might take regarding instruction in the implications of ethnic pluralism as an element of citizen education. Discussion of the first topic covered definitions of citizen education, the benefits of bilingual education, and racism as an impediment to social change. Discussion of the second topic cited the need for access to equal educational opportunity, reduction of discrimination, awareness of cultural alternatives, and clarification of students' attitudes and self-concepts. The traditionally Anglocentric emphasis of school curriculum was identified as a barrier to recognizing true cultural pluralism. Discussion of the third topic emphasized the need for changes in social values, curriculum, and teacher education to promote acceptance of all cultural groups. (AV)

ED 178 368 SO 011 244

Koehler, Lyle

Feminism, Education, and Social Change: A Case Study of the Public School System in Cincinnati, Ohio, 1830-1880.

Cincinnati Univ., Ohio.

Note-69p.

Pub Type- Reports - Research (143) - Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Achievement, Access to Education, Changing Attitudes, Civil Rights, *Education, *Educational History, Educational Trends, Elementary Secondary Education, Females, *Feminism, Higher Education, Quality of Life, Sex Discrimination, Sex Stereotypes, *Social Change, Social Influences, Teacher Education, Teacher Salaries

Identifiers-Ohio (Cincinnati)

The paper explores various aspects of educational and social opportunities for women in Cincinnati in the mid-19th century. During the early stages of the industrial revolution in the 1830s, women were generally relegated to performing traditional home-based and child-related functions. Although middle and upper-class parents believed in education for their children many schools did not enroll girls until the late 1830s. During the 1840s and 1850s, reformers affirmed female education for various reasons including the need to teach girls their distinctive divisions of responsibility, build character, and enable women to obey the commands of the Bible. Other factors which encouraged educational opportunities for women in the mid-1800s included population increase, economic growth, interest in moral instruction, and a demand for teachers. By the 1860s, sexually segregated classrooms had disappeared, girls performed as well as boys on high school entrance examinations, increasing numbers of female teachers were employed in public schools, and more women pursued careers. By the 1880s, however, there were numerous and often successful efforts by males countervailing feminist demands for equal salary and opportunity. (DB)

ED 178 369 SO 011 323

Etzkowitz, Henry

The Politics of Science and Technology: Nuclear and Solar Alternatives.

Note-30p.; Not available from EDRS in paper copy due to light print type of original document; Paper presented at Annual Meeting of the American Sociological Association (San Francisco, California, September 4-8, 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Energy, Futures (of Society), *Nuclear Warfare, Political Attitudes, *Political Influences, *Political Issues, Political Power, Scientific Attitudes, *Solar Radiation

Historical data reveal that U.S. government policy and military and corporate interests have been instrumental in the development of nuclear energy and the underdevelopment of solar energy. It was not until 1972 that solar energy was funded by the Energy Research and Development Agency (ERDA) and in 1974 solar energy received $12.2 million as compared to $475.4 million for nuclear fission. Although a low-cost source of pollution-free energy, the photovoltaic solar cell, has been close to the point of availability for over twenty years, recommendations by scientists have not been followed by a sufficient commitment of funds to achieve any significant results. The lack of funding is a result of ERDA's commitment to the development of atomic energy. However, this commitment is a result of President Eisenhower's 1953 speech to the United Nations to lessen public anxiety about the dangers of atomic weapons. The speech created the Atoms for Peace Program in which the commitment of funds for nuclear power research was made not on the judgment of the potential of nuclear reactors as a source of inexpensive power, but rather as a legitimization for the continued development of atomic weapons. Therefore, the key difference between solar and nuclear research is that the commitment of government resources to the development of the atomic bomb led to the creation of a large-scale nuclear industry as part of the military-industrial complex. And, because large corporations in the oil-energy industry are committed by previous investments to oil, coal, and nuclear energy technologies, the potential source for the development of solar energy lies in the confluence of the environmental and anti-nuclear social movements. (Author/KC)

ED 178 370 SO 011 752

Domestic Developments in China and the Future of U.S.-China Relations. Proceedings of the Wisconsin Conference on China (Wisconsin, May 13-14, 1977).

Wisconsin Univ., Milwaukee. Inst. of World Affairs.

Spons Agency-Charles F. Kettering Foundation, Dayton, Ohio.; Johnson Foundation, Inc., Racine, Wis.

Pub Date-77

Note-140p.

Available from-Institute of World Affairs, P.O. Box 413, Univ. of Wisconsin Milwaukee, Milwaukee, Wisconsin 53201 ($2.00, $0.60 handling)

Pub Type- Information Analyses (070) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Asian History, Developed Nations, Developing Nations, Foreign Countries, *Foreign Policy, *Futures (of Society), Higher Education, *International Relations, Political Issues, Secondary Education, Social Change, Socioeconomic Influences, *World Affairs

Identifiers-China, United States

Proceedings are presented from a conference convened to examine recent developments in China and to provide recommendations for U.S. policy options vis a vis China. Participants included Asian American scholars, college and high school teachers, foreign policy experts, congressmen, and representatives from business, religious, and agricultural communities. The document is presented in two major sections, corresponding to the two major conference panels. Speeches in section I, domestic developments in China, are entitled Political Trends and Leadership Changes,'' Domestic and Foreign Economic Policy Issues,'' and Rural Life and Social Change.'' Topics discussed include the succession of Mao Tse-tung, economic growth, foreign financial assistance, foreign trade, and changes in family life. Speeches in section II focus on the future of relations between the United States and China. They are entitled Some Historical Perspectives,'' Normalization: What do We Win? What do We Lose?'' Normalization: Multilateral Implications,'' Taiwan: Future Options,'' and U.S. Policy Toward China A Congressional View.'' Topics include American and Chinese views of China, China and Russia, Chinese politics, and diplomatic relations. For each speech, information is presented on background and affiliation of the author, major subject headings, and a summary of the speech. (DB)

ED 178 371 SO 011 773

Julian, Nancy B.
Treatment of Women in United States History Textbooks. A Presentation in the College of Education Dialogue Series.
Pub Date-12 Apr 79
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Content Analysis, Educational Problems, *Females, Research Methodology, Secondary Education, *Sex Role, Sex Stereotypes, Social Studies, Textbook Bias, *Textbook Content, *Textbook Evaluation, Textbook Research, *United States History

This study examined the portrayal of women in current U.S. history textbooks which are used in the classroom. Among the questions explored were the following: who among outstanding women is or is not noted, what topics are covered or omitted, how are average women of selected eras treated, and how are women who fought for currently controversial issues handled. Selection of texts was based on input from the 50 largest school districts in the United States concerning their junior and senior high school American history textbooks. From this list ten texts were chosen for analysis. The texts are not identified in this paper but are named in the dissertation on which this paper is based. Content analysis and descriptive review of the texts produced (1) ratings in terms of equal treatment of the sexes, sex role stereotyping, male supremacy, and no mention of women; and (2) codings on depth of discussion on certain topics. Findings were that certain women and topics were noted by most of the texts (Queen Elizabeth I, Harriet Tubman, factory work, women's rights activities), and the texts tended to omit women who fought for issues which are still controversial. The texts presented much objective material (written and illustrations) on women, but some passages were misleading. Conclusions are that most texts need more careful editing and additional information in order to correctly portray women's lives and roles. (AV)

ED 178 372 SO 011 824

The Elimination of Illiteracy and the Use of Complementary Education in the Socialist Republic of Viet Nam.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Report No.-BKL/79/RHM/252-1200
Pub Date-79
Note-15p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Basic Education, Adult Education, *Comparative Education, *Developing Nations, Educational Development, Educational History, Educational Objectives, *Educational Practice, Educational Problems, Elementary Secondary Education, Government Role, *Illiteracy, *Literacy Education, Political Influences
Identifiers-North Vietnam

To counteract the legacy of 80 years of colonial rule in North Viet Nam, President Ho Chi Minh outlined government objectives in the Declaration of Independence in 1945. Major objectives included combatting ignorance and illiteracy. To work toward these objectives, the government established a Department of Popular Education and encouraged volunteers to teach literacy courses in private homes, market places, and other available locales. Although literacy progress was slowed by war until 1955, a fresh post-war literacy drive succeeded in eliminating most illiteracy by 1958. Key success factors included commitment by the Communist Party and the government, a high degree of acceptance by people of all ages, and enthusiasm among volunteers. In addition to literacy courses, basic education programs (complementary education) were offered to youth, white collar workers, laborers, and adults. Course topics included modern technology, working with modern equipment, labor productivity, human development, and national history. Schools are now organized at workplaces and at separate institutions where students board and are paid wages. Objectives for complementary education in the near future include wiping out illiteracy in remote mountain regions, offering basic education to all workers, raising cultural standards, and encouraging continuing education for dropouts. (Author/DB)

Morain, Thomas

Hitchhiking to Visibility: Women's Rights Enactments in the 1960s.

Pub Date-28 Dec 78
Note-18p.; Paper presented at American Historical Association (San Francisco, California, December 28, 1978)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Changing Attitudes, *Civil Rights, Civil Rights Legislation, *Comparative Analysis, Federal Regulation, *Females, Government Role, Laws, Political Issues, *Racial Discrimination, *Sex Discrimination, Social Change, Social History, Social Status, *United States History

Demands made by the feminist movement in the 1960s are examined, with particular emphasis on influences of the black civil rights movement on these demands. It is suggested that the black civil rights movement encouraged women to demand an end to institutional discrimination in matters of sex as well as race, push for sex discrimination amendments to legislation dealing with racial discrimination, and escalate demands for further government guarantees and action. Crucial to the progress of the women's rights movement was the inclusion of clauses relating to sex discrimination in the 1964 Civil Rights Act. Because the sex discrimination clause was included in the bill, the federal government was committed to eliminate sex discrimination in employment. Problems arose, however, when women's advocates realized that passage of legislation and enforcement were two separate processes. Organizations such as the National Organization for Women (NOW) gained strength in reaction to the government's refusal to pursue sex discrimination with the same vigor as it pursued racial discrimination. Review of events in the women's movement of the 1960s suggests two considerations that passage of some of the most significant victories for women preceded mass public support for them and that prohibiting sex discrimination in the same terms as discrimination by race encouraged public perception of the two issues as similar. (DB)

ED 178 374 SO 011 866

Weis, Lois And Others

Women, Education and Industrialization: A Comparative Analysis of Jewish, Ghanaian and Vietnamese Women.

Pub Date-Oct 78

Note-26p.; Paper presented at the Comparative Social Development State of the Art Conference (Columbia, MO, October 29-31, 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, African Culture, Career Choice, Career Education, *Comparative Education, *Educational Objectives, *Educational Practice, Elementary Secondary Education, Family Life, *Females, Higher Education, Immigrants, *Industrialization, Jews, Social Change, Social Influences, Socioeconomic Influences, Vietnamese

Identifiers-Europe (East), Ghana, South Vietnam, United States

The paper explores the effects of industrialization on objectives and content of education for women. Three groups of women serve as examples Jewish women who immigrated from unindustrialized areas of Europe to the growing industrial economy of early 20th century United States; Ghanaian women who function in a dual economy historically and currently; and Vietnamese women who immigrated from a non-industrial

society to the advanced industrial United States in the 1970s. The authors hypothesized that with increasing industrialization, schools would attempt to increase occupational options of women. Data upon which analysis of educational experiences was based included literature on immigrant education, primary sources, exercises from textbooks used in English language classes, historical accounts, curriculum, and classroom observation. For each of the groups, information is presented on the women's roles in their own society and on typical experiences of the women as they participated in American schooling. Findings indicate that, contrary to expectations, schooling tended in all three cases to constrict rather than expand women's economic and social roles and to portray the role of housewife as the most desirable occupation. (DB)

ED 178 375 SO 011 921

Spelman, B. J.
Pupil Adaptation to Secondary School. Publication No. 18.
Northern Ireland Council for Educational Research, Belfast.
Pub Date-79
Note-424p.
Available from-Northern Ireland Council for Educational Research, 52 Malone Road, Belfast, BT9 5BS, Northern Ireland ($8.52)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adjustment (to Environment), *Adjustment Problems, *Comparative Education, Educational Problems, Elementary Secondary Education, Foreign Countries, Insecurity, Institutional Characteristics, Relationship, School Environment, *Secondary Schools, Self Concept, Social Science Research, *Student Adjustment, Student Attitudes, Student Characteristics, Student Teacher Relationship, *Success Factors
Identifiers-*Ireland

The educational and social adjustment of Irish schoolchildren as they transfer to new schools is explored. The study emphasized problems of students entering secondary schools after completing primary school. Conducted by the Northern Ireland Council for Educational Research, the study encompassed over 3000 children who transferred from primary to secondary education in September, 1975. Twelve chapters analyze the pupils' background characteristics; their attitudes toward transfer, demographic characteristics of the different types of schools; initiatives taken by schools to alleviate problems of transition, pupils' socioeconomic status and friendship choices; their perceptions of their learning environments; their academic and social self-concepts; and teachers' assessments of their attainment, sociability, and perseverance. It was found that many difficulties experienced by children in their sociocultural characteristics (i.e., linguistic, aspirational) prior to entering secondary school. Pupil adjustment was also found to be influenced by relationships between teachers and pupils and different physical, social, and academic environments of the schools. (Author/AV)

ED 178 376 SO 011 989

Williams, Karen Ann Lalk
Family Oriented Geographic Field Experience.
Pub Date-Aug 79
Note-126p.; A thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts. For a related document, see ED 161 800; Not available in paper copy from EDRS due to light print type of original document
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Course Descriptions, Cross Age Teaching, Curriculum Development, Educational Innovation, Educational Objectives, Elementary Secondary Education, Environmental Education, Extended Family, *Family (Sociological Unit), *Field Experience Programs, Geographic Concepts, Geographic Regions, *Geography Instruction, *Group Instruction, Higher Education, Learning Activities, Parent Child Relationship, Student Participation, Teaching Methods, Travel

This paper describes a program of geographic education through field experience trips for family groups. Developed at Delta College in Michigan, the approach is unique because it emphasizes learning experiences for families rather than for individual students. The family is interpreted to include nuclear families, single-parent families with children, couples, and single-person families. Teaching methods are based on the multiple age structure and multiple learning levels of the family unit. Chapter I relates the concept of intergenerational education to opportunities for geographic learning through travel. Chapter II outlines objectives of geographic field experience and defines five types of field experience ranging from instructor-centered tours to student-centered research. Chapter III offers a taxonomy of geographic learning based on the cognitive, affective, and psychomotor domains of Benjamin Bloom's taxonomy of educational objectives. Chapter IV contains a model, or program design, for family-oriented geographic field experience. The model incorporates selection of a leadership team, participants, class credit, development of a unit plan, and evaluation. Chapter V describes three field experience programs sponsored by Delta College in the Upper Michigan Peninsula, the Colorado Plateau, and New York State and Montreal. Chapter VI offers conclusions, a bibliography, and appendices. (AV)

ED 178 377 SO 012 014

Population Education Accessions List. July-December 1978.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date-May 79

Note-58p.; Not available in paper copy from EDRS due to light print type throughout original document
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Area Studies, Birth Rate, Comparative Education, Demography, Elementary Secondary Education, Environmental Education, Family Planning, Females, Foreign Countries, Health, Information Systems, Literacy, Migration, *Non Western Civilization, *Population Education, Population Trends, Sexuality, Socioeconomic Influences, Urbanization
Identifiers-*Asia

Identified in this pamphlet are 317 resources about population education. Compiled by UNESCO's Population Education Clearing House in Thailand, the list contains references to journal articles, monographs research reports, teaching guides, and curriculum materials. Most were published in Asian countries and the United States during the period 1976-78. The list is presented in two parts. Part I lists 97 population education materials such as program descriptions, teacher education materials, conference reports, policy statements, and curriculum outlines. They are presented alphabetically by author or title according to their country of origin. Part II lists publications which deal with the knowledge base of population education. They are divided into ten topics: demographic research methodology; education (environmental, functional literacy, family planning, and sexuality); fertility and family planning; health; information systems; migration; urbanization, and human settlement; population communication; population trends; socioeconomic factors; and women. Countries in which the entries were published include Afghanistan, Bangladesh, China, India, Japan, Korea, Malaysia, Nepal, Pakistan, Philippines, Singapore, Sri Lanka, Thailand, and the United States. Addresses of publishers and sources are given in an appendix. (AV)

Nelson, Barbara J.

Clients and Bureaucracies: Applicant Evaluations of Public Human Service and Benefit Programs.

Pub Date-1 Sep 79

Note-63p.; Prepared for Delivery at the Annual Meeting of the American Political Science Association (Washington, D.C., September 1, 1979)

Available from-Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106 ($3.00)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Age Groups, Agency Role, Data Analysis, Ethnic Groups, *Evaluation, *Participant Satisfaction, *Performance, Research Methodology, *Social Agencies, *Social Science Research

The research investigates the sources of applicant satisfaction with public social benefit and service programs. The hypothesis is that applicant satisfaction can be explained by analyzing the act of help-seeking in terms of personal characteristics and goals; and that applicants who receive benefits evaluate agency helpfulness, fairness, and consideration more positively. The paper examines what type of applicant contacts which agency; what group of applicants, with what agency experiences, receives benefits or services; and how applicants evaluate their encounters. Data from 1,564 agency applications shown in a 1972 survey is analyzed, using 16 variables with cross-tabulation, measures of association and their tests of significance, and analysis of variance. Findings show that the elderly, well-educated, wealthy, and whites applied to federal insurance agencies, while blacks and Hispanics went to welfare and vocational agencies. Overall level of success was 74% and came more often to whites, elderly, those who applied to federal insurance or welfare agencies, and those who received assistance in presenting claims. Fifty percent of every social, economic, and demographic group found the agencies very helpful, considerate, and fair. Receiving benefits or services, obtaining adequate assistance, education, and income were the most important variables. Conclusions show that applicant satisfaction rests primarily on receiving benefits or services and obtaining sufficient assistance in claims presentation. Implications are that agencies can provide more satisfaction by routinizing and clarifying rules, and by publicizing them better. Eleven tables and models illustrate the research. (CK)

ED 178 379 SO 012 024

Arpad, Susan S. Arpad, Joseph J.

Consciousness Changing in the Women's Studies Classroom.

Pub Date- 78
Note-19p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Agents, *Changing Attitudes, Classroom Environment, Developmental Psychology, *Females, Higher Education, Inquiry Training, *Perception, Personal Values, Psychoeducational Processes, Student Attitudes, Teacher Responsibility, Teacher Role, *Teaching Methods, *Womens Studies

The paper examines how teachers of women's studies can challenge college students' attitudes about women's nature, roles, and futures. It focuses also on how teachers can set consciousness raising as a major course objective. To better understand a consciousness change experience, teachers should examine the nature of consciousness, the possible results of consciousness changing in the classroom, and responsibilities of a teacher who sets consciousness changing as a classroom goal. Information on these subjects can be found in numerous psychological studies, including "The Principles of Psychology," by William James, "The Doors of Perception," by Aldous Huxley, and "The Origins of Modern Science," by Herbert Butterfield. From these studies, teachers can gain information about limitations of awareness, custom and habit, expectations, role perceptions, socialization, behavior patterns, preconscious attitudes, and stream of consciousness. Teachers must then select or develop a teaching method to encourage consciousness raising among students. A method particularly suited to this purpose is the classical critical method (inquiry approach). Advantages of this method are that it helps students discover the nature of women's studies, analyze the constituent parts of the discipline, and synthesize personal awareness of the subject with other people's perceptions of it. The conclusion is that this classical critical method is the best way to allow students to systematically examine a topic and come to a new understanding of it. (DB)

ED 178 380 SO 012 030

Brown, Lester R. And Others

The Future of the Automobile in an Oil-Short World. Worldwatch Paper 32.

Worldwatch Inst., Washington, D.C.

Spons Agency-United Nations Environment Program, New York, N.Y.

Pub Date-Sep 79

Note-64p.

Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 ($2.00, quantity discounts available)

Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Conservation (Environment), *Depleted Resources, Developed Nations, Developing Nations, *Fuels, *Futures (of Society), Resource Allocations, *Social Change, Technological Advancement, Technology, *Transportation, Trend Analysis, World Problems

Possible future roles and designs of cars are examined in light of depletion of the earth's oil reserves. A major problem with regard to the rapidly changing world oil outlook is that cars will be competing with more essential claiments for scarce oil supplies including food production, industrial power, home heating, and running trucks and busses. Developing nations, which are particularly dependent upon the automobile, are likely to experience the most profound economic impact. Estimates of future oil supplies and prices maintain that $40-a-barrel oil is a distinct possibility in the near future and that the extraction of oil will soon begin to substantially exceed reserves and new discoveries combined. Leading candidates to replace petroleum as automobile fuel include alcohol, liquid fuels from coal, and oil from tar sands and oil shale. Although technology related to these fuels is improving, alternative fuels still cost more and do less than conventional automobile gasoline. Other means of solving automobile-related problems include improving automobile efficiency, reducing speed limits, producing smaller and less powerful cars, encouraging car pooling, and traveling by bus and train. (DB)

ED 178 381 SO 012 035

Campbell, Patricia B. Katrin, Susan E.

We the People: Sex Bias in American History.

Education Development Center, Inc., Newton, Mass.; Georgia State Univ., Atlanta.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-78

Note-19p.

Available from-Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160 ($2.25)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Females, Feminism, *Learning Activities, Secondary Education, Sex Stereotypes, Social Studies, Textbook Bias, *United States History, Units of Study, *Womens Studies

The guide presents an instructional module on sex stereotyping in the social studies, particularly in U.S. history. Intended to be used with secondary students, the module was designed to be used as an independent miniunit or as a supplement to an existing course, and should take between one and two hours. It consists of a 30-minute tape, six transparency masters, four handout sheets, and a bibliography. The handout sheets present eight learning activity suggestions such as textbook critique, outside ethnic speakers, cultural differences exercises, and oral history projects; brief identification of 12 women in American history; 35 historical facts or concepts to use in checking textbooks for accuracy and bias; and an exercise for estimating the number of women holding various political offices. The six transparency masters offer illustrations for the text of the tape, with the topics of stereotyping, women in the work force, women and men in social studies texts, women in American history, voting, and women in politics. The bibliography lists 15 background materials. The tape may be obtained from the Education Development Center, 55 Chapel Street, Newton, Massachusetts, 02160. (CK)

ED 178 382 SO 012 036

Braun, Bonnie Wilson, Elaine

A Value Conscious Approach to Energy Education.

Pub Date-78
Note-5p.; For a related document, see ED 168 725
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Early Childhood Education, *Energy, *Energy Conservation, Home Programs, Kindergarten Children, Parent Participation, Preschool Children, Program Evaluation, Values

The paper presents background information, rationale, description, and evaluation of an energy education program used with preschool and kindergarten children and their families. The objective is to describe the use of combined concepts of education, economics, and early childhood in developing a value conscious approach to energy education. The paper is divided into four parts. Part I emphasizes consumer education as a solution to the energy problem, examining educational decisions concerning individual benefits of energy education, the target audience, and effective methods of teaching this topic to young children. It also describes the program, ``Energy Education: The MIZER Series,'' a home and school based delivery of information using a value conscious approach. Part II discusses the program in relation to the process of value development, coordinated support systems of home and school, and early childhood learning styles. Part III describes the program evaluation, which tested impact, family involvement, and level of satisfaction. Findings showed parental increase of energy awareness and a smaller amount of behavioral change, involvement of older siblings, and a high level of satisfaction. Part IV offers conclusions and a recommendation. Conclusions are that reinforcing the link between school and home based learning is an effective technique; that families moved from energy awareness to conservation; and that the model may be useful for other topics. The recommendation is that educators further explore and evaluate the model using a variety of topics, age groups, and audiences. (CK)

ED 178 383 SO 012 037

Spillman, Nancy Z.
Bright Ideas for Consumer Educators.
Pub Date-Sep 79
Note-22p.; Reprinted from "Previews," September 1979
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, *Audiovisual Aids, *Consumer Economics, *Consumer Education, Consumer Protection, Elementary Secondary Education, Food, Health, Higher Education, *Instructional Materials, Insurance Programs, Metric System, Money Management

The bibliography lists 56 K-adult multimedia materials relating to various aspects of consumer education. The objective is to provide curriculum planners and educators with possible audiovisual aids for teaching consumer awareness and skill development to all ages. Materials such as cassettes, filmstrips, posters, charts, slides, films, ditto masters, videocassettes, and transparencies are annotated. Topics covered are the consumer and the economy, consumer protection, the metric system, consumer educator aids, bargain jargon, money management, financial services, health, investing, food, automobiles, insurance, houses, mathematics, and shoplifting. The entries are divided according to topic and then arranged alphabetically by title. Information is given concerning physical description, length, time allotment, publisher, price, rental price, preview availability, and grade level. An annotation concludes each entry. (CK)

ED 178 384 SO 012 038

Van Avery, Dennis And Others

Futuristics and Education: An ASCD Task Force Report. Professional Paper, 1979-1.

Association for Supervision and Curriculum Development, Alexandria, Va.
Pub Date-Jun 79
Note-35p.
Available from-Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, Virginia 22314 ($2.00)
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Problems, *Educational Trends, Elementary Secondary Education, *Futures (of Society), Higher Education, *Social Change, Social Problems, Values, *World Problems

Educational needs for the future are discussed, particularly in light of how members of the Association for Supervision and Curriculum Development (ASCD) can help students prepare for the future. The document is presented in six chapters. Chapter I presents an overview of ASCD's long range school and educational plans. Chapter II defines key concepts in the field of future studies including alternatives, purposeful action, holism, extended time frames, interdependence, and perceptions of the universe by individuals. World problems examined in light of these concepts include ecological collapse, rising world population, scarcity of fuel and fresh water, and increasing oil prices. Chapter III focuses on educational implications of alternative futures. Topics discussed include identifying high priority issues, redefining knowledge, refocusing curriculum and objectives, and helping create preferable futures. Chapter IV explains how ASCD members can facilitate a futures orientation for students by joining the World Future Society, reading about the future, and participating in futures studies workshops. Chapter V considers how ASCD members can facilitate collaboration in the area of future studies with businesses, industries, schools, and social agencies. The final chapter offers a brief summary of the report. The document concludes with a directory of individuals and organizations involved in the futurist movement. (DB)

Zekiros, Astair Mensah, Kofi
Children's Books on Africa.
Wisconsin Univ., Madison. African Studies Program.
Pub Date-78
Note-26p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*African Culture, *African History, Bias, Book Reviews, *Childrens Books, *Content Analysis, Elementary Secondary Education, *Evaluation, Fiction, Nonfiction
Identifiers-*Africa

The document lists and critically annotates 155 children's books about Africa published from 1958-1978 as part of an evaluation project of the collection in the public library in Madison, Wisconsin. Books include fiction, picture books, history, folklore, travel accounts, biography, and geography. Annotations indicate type of book, possible uses, topics covered, reasons for retention or deletion, emphases, problems such as lack of information, kind and quality of illustrations, and important insights. Grade level is given for some of the books. Using 14 evaluation criteria (which are not listed), the books are arranged by author and appear in three sections: recommended for retention in the collection, recommended for deletion, and a supplement of both types covering books published in 1976-1978. Reasons for deletion include datedness, biases, large information gaps, stereotypes, and generalizations. (CK)

ED 178 386 SO 012 040

Fischer, Louis Schimmel, David

Consuming Educational Services: A Curriculum Module for Eleventh Grade Students in the State of New York.

City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Apr 79

Note-104p.; Appendices may not reproduce clearly from EDRS in paper copy due to poor reproducibility of original document

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Consumer Education, *Court Cases, Due Process, Educational Objectives, Freedom of Speech, Grade 11, *High School Students, *Legal Education, Parent Participation, Policy Formation, Search and Seizure, Secondary Education, Social Studies Units, State Curriculum Guides, Student Participation, Student Responsibility, Student Rights

Identifiers-*Controversial Issues, New York

The document presents a curriculum module designed to help 11th grade students become intelligent consumers of educational services by focusing on relevant contemporary legal developments. The major goal is to promote students' awareness and understanding of their role as consumers of educational services, their rights and obligations, legal aspects, and ways of influencing educational decisions. Three general topics are treated using hypothetical and actual cases: 1) the right to education and the responsibility to go to school, 2) student constitutional rights relating to freedom of expression, due process, and unauthorized search and seizure, and 3) student and parent involvement in educational decision making. Discussion questions are included in the material for each topic. Time allocation suggested is five days; each day's work is outlined suggesting instructional objectives, general teaching strategies, and needed preparation and homework. Tests include a 20-question opinion pretest and a 20-question multiple choice unit test. Appendices list Constitutional amendments most relevant to students, excerpts from "Educational Law Manual" published by the New York Statewide Youth Advocacy Project, excerpts from actual court cases, three hypothetical cases, a section on employment and drop-out procedures, issues and court comments for teachers to use with advanced students, bibliographies of student and teacher resources, and pretest and unit test answers. (CK)

ED 178 387 SO 012 042

Bucher, Henry H. And Others

Teaching About/Learning from: Africa. A Series. African Studies Program.

Wisconsin Univ., Madison. African Studies Program.

Pub Date-78

Note-26p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*African Culture, *African History, *African Literature, *Area Studies, Audiovisual Aids, Cultural Awareness, *Curriculum Development, Educational Objectives, Evaluation Criteria, Females, Instructional Aids, Junior High School Students, Learning Activities, Secondary Education, Social Change, *Social Studies, Teaching Methods

Identifiers-Africa

This document suggests methods and materials for introducing students in junior and senior high school social studies courses to African culture and history. The document is presented in five parts. Part I proposes objectives for studying about Africa, including that Africa is an important part of the world, provides insight into other cultures, helps students learn about themselves, and provides a good example of a region which exhibits both traditional and modern characteristics. Part II suggests 14 criteria for evaluating teaching materials on Africa, including readability, timeliness, non-stereotypic nature, representation of the diversity of African culture, and reliance on African sources. Part III recounts how the novel Roots'' by Alex Haley can be used as a resource for connecting Africa with black studies. Part IV suggests traditional and modern African literary and poetic works which can serve as a basis for study of African colonialism, nationalism, history, and civilization. The final part explains how a film produced by the United Nations, Fear Women'', can help students understand the status of women in Ghana. Suggested readings, audio-visual aids, and activities are suggested throughout. (DB)

ED 178 388 SO 012 046

Siegel, Bernard J., Ed. And Others
Annual Review of Anthropology. Volume 8, 1979.
Annual Reviews, Inc., Palo Alto, Calif.
Pub Date-79
Note-637p.; For a related document, see ED 160 536
Available from-Annual Reviews Inc., 4139 El Camino Way, Palo Alto, California 94306 ($17.00)
Pub Type- Books (010) - Collected Works - General (020) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Anthropological Linguistics, *Anthropology, Archaeology, Area Studies, Behavior, Communication (Thought Transfer), Cross Cultural Studies, Cultural Awareness, Cultural Differences, Culture, Language Research, Linguistics, *Social Science Research, Theories

This book contains 23 essays which provide an overview of the state of the art in the discipline of anthropology, including applied anthropology, archaeology, ethnology, social anthropology, and linguistics. Most of the authors are professors and researchers from departments of anthropology in United States colleges and universities. Topics of the essays include anthropology of industrial work, cross cultural comparisons, archaeology and human diversity, political symbolism, language change, ethno-art, and anthropological genetics of small populations. Some of the essays focus on specific regions of the world and cover the following topics: central American archaeology, culture and society in aboriginal Australia, the state of the art of anthropology in Australia, the nature and development of Australian languages, South Asian prehistory, and evolution in Eastern Africa during the pliocene and pleistocene ages. Each essay begins with a brief section, written in nontechnical language, which informs nonspecialist readers about the topic under review. The book includes subject and author indexes. (DB)

ED 178 389 SO 012 047

Emmett, Richard S., Jr. McNeill, David
Report on the Caesar Unit''-1964 Educational Services, Inc., Cambridge, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Mar 65
Note-24p.; Document prepared through the Social Studies Curriculum Program
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ancient History, Cognitive Processes, Content Analysis, *Critical Reading, Grade 7, Grade 8, Historiography, *History Instruction, Interpretive Skills, *Primary Sources, Reading Skills, Secondary Education, *Student Ability

The two papers represent the result of a four-week 7th and 8th grade unit entitled the Caesar Unit. Organized using primary sources, the basic materials were a selection of Cicero's letters and Caesar's Commentary on the Civil War. The first paper, by the classroom teacher of the unit, contains brief factual information about the materials, children, and classroom conditions, and records the author's impressions. Six children selected from public and parochial schools in the Cambridge, Massachusetts area participated in the daily one-hour classes. The classes concentrated on sources of and reasons for conflicts in the accounts of Caesar and Cicero. The author's evaluation of the course centers around difficulties in translations, the need for background information, and relevant materials. The second paper records events from the point of view of a linguist and offers suggestions about the relation of linguistic skills to the ability to read, study, and write history. The necessary skill of critical reading is discussed in terms of the students' ability to infer information from written material. The author reports results of a test given students in which they were asked to point out the ambiguities in selected quotations. The difference between students interacting with each other as opposed to interacting with the material is also discussed. (Author/KC)

ED 178 390 SO 012 048

Bruner, Jerome S.
Man: A Course of Study. Occasional Paper No. 3.
Educational Services, Inc., Cambridge, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jun 65
Note-28p.; For related documents, see SO 012 053 and SO 012 076 ; Document prepared through the Social Studies Curriculum Program
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Childhood, *Curriculum Planning, Elementary Education, *Human Development, Humanistic Education, Interdisciplinary Approach, Language Development, Social Development, *Social Studies Units, *Teaching, *Thematic Approach
Identifiers-Man A Course of Study

Written in 1965, the author describes the initial stages in the development of the elementary level curriculum, Man: A Course of Study. The structure and form of the course and three pedagogical techniques are discussed. The course is organized around the humanizing forces of tool-making, language, social organization, the management of man's prolonged childhood, and man's urge to explain. Plans for the section on language include a consideration about what communication is, the design features of a language, arbitrariness, acquisition, and the role of language in shaping human characteristics. The tool-making section is designed from a philosophical approach; the object is to explore how tools affected man's evolution. The unit on social organization focuses on the nature of structure in a society, roles filled by people, and the world view of a society. The childrearing unit centers around three themes: the extent to which and the manner in which the long human childhood leads to dominance of sentiment in human life, the human tendency toward mastery of skill for its own sake, and the shaping of man by the patterning of childhood. The fifth unit concerns itself with man's drive to explicate and represent his world through symbolic systems. The three pedagogical techniques emphasized to achieve the goals of these units are contrasting, using games, and stimulating self-consciousness about assumptions. The author states his plan to create far more units than could possibly fit into a school year in order to provide the teacher with flexibility in planning. (KC)

ED 178 391 SO 012 049

Patterson, Franklin

Man and Politics: Curriculum Models for Junior High School Social Studies. Occasional Paper No. 4.

Educational Services, Inc., Cambridge, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Sep 65
Note-60p.; Document prepared through the Social Studies Curriculum Program
Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Citizenship, Civics, *Curriculum Planning, *Discovery Learning, Grade 7, Grade 8, Grade 9, History Instruction, Humanistic Education, Interdisciplinary Approach, *Political Socialization, Secondary Education, *Social Studies Units, *Thematic Approach

Written in 1965, the author describes the initial stages in the development of Man and Politics, a three year social studies curriculum for students ages 12-14. The author notes that the reason for choosing the political theme is that the school is the most influential agent of political socialization in the child's life. The report outlines the concepts of intellect and education upon which the curriculum is based, the goals, rationale, central theme, and framework of the curriculum, and describes the three units. The curriculum is based on discovery learning and the goals are described as providing children with experience in generalization, valuing, and causality. Following a discussion of the framework of the course, the three units are outlined. Inventing the Western World (Grade 7) encompasses the time span from the 5th century B.C. to 1600 A.D. and presents a variety of case studies related to power and political culture. From Subject to Citizen (Grade 8) draws its material from 17th and 18th century British and American experience. The Civic Culture (Grade 9) examines the nature, problems, prospects, and evolution of American political culture. Materials are designed to: provide children with the kind of data that scholars themselves work with, present data that demand deductive analysis, give children an opportunity to discover structure in the relationship of ideas, and increase the power of the student to deal with the modern condition. (Author/KC)

ED 178 392 SO 012 050

Maranda, Elli

Myth and Art as Teaching Materials. Occasional Paper No. 5.

Educational Services, Inc., Cambridge, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Oct 65
Note-38p.; Document prepared through the Social Studies Curriculum Program
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Art, *Cultural Awareness, Educational Objectives, Elementary Education, Folk Culture, Humanistic Education, Interdisciplinary Approach, *Mythology, *Primary Sources, *Social Studies Units
Identifiers-Man A Course of Study

Written in 1965, the report provides the rationale for including the study of the mythology and art of cultures alien to Western civilization in the social studies curriculum: Man: A Course of Study. The context of the course, a basic theory of myth, principles of art, and examples of Bushmen and Eskimo myths are presented. The author suggests two reasons for the study of the Eskimo, Pygmy, Bushmen, and a group of Australian Aborigines: the societies are relatively simple and their structure is easier to understand than the complex Western societies; and the study of hunting societies offers a student contrast with his own culture. Included in the section on mythology is a definition, a discussion of myth as communication and as document, and of structural analysis, lyrics, ceremonials, folklore of hunters, riddles and proverbs, rites of passage, and the functions and interconnectedness of symbols. In the section on art, the author outlines differences between myth and art, the ecology of art, art and cognition, art in instruction, and the functions of art. Tales included in the final section are the Bushmen origin of marriage, of the sun, and of death, and the Eskimo tale, Earth Gives Men Their First Children and a poem, My Breath. The author concludes that the aim of the unit is to provide an understanding and respect of other cultures. (KC)

ED 178 393 SO 012 051

Morgan, Edmund S.
The Emergence of the American. Occasional Paper No. 6.
Educational Services, Inc., Cambridge, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Dec 65
Note-24p.; Document prepared through the Social Studies Curriculum Program
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Colonial History (United States), History Instruction, Junior High School Students, *Political Attitudes, *Political Socialization, *Revolutionary War (United States), Secondary Education, *Social Studies Units, *United States History

The essay provides background material for a junior high school unit. The Emergence of the New American. The unit deals with the colonial period in America in terms of the evolution of the political American. Separate sections of the paper discuss the format of the course, the

Englishman in the 17th century, the lure of the new world, changes over the generations in the new world, slavery, the influence of geographical differences in North and South in shaping people's lives, the old colonial system, and royal government in America. The final section of the paper traces the conditions which gave rise to American political attitudes. The author notes that even though early settlers patterned their governments after English Parliament, a very different kind of government and attitude toward government existed. Since government in the colonies was everybody's business, it lost the sanctify and awe with which it had been surrounded in England. A table of contents of the four-part unit is included. Some titles in Part I include: What Motivated Englishmen to Plant Colonies in America?; On New England; and On Virginia. Part II presents Bodo, the Life of a Medieval Peasant, and two articles on Virginia. Part III is the game, Empire (see SO 012 054), and Part IV covers the New American, sections of Samuel Sewall's diary, readings about an indentured servant, a slave, George Washington, and the conflict between the colonial assemblies and the royal governors. (KC)

ED 178 394 SO 012 052

Abt, Clark C.
Games for Learning. Occasional Paper No. 7.
Educational Services, Inc., Cambridge, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-66
Note-25p.; Document prepared through the Social Studies Curriculum Program
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Decision Making, *Educational Games, Effective Teaching, Elementary Secondary Education, Experiential Learning, *Game Theory, Learning Activities, Relevance (Education), *Simulation, *Social Studies

The author explores the utility of educational games in elementary and secondary social studies classes. Separate sections of the paper discuss types of games, similarities among formal games and social studies topics, educational game design, and examples, advantages, and limitations of educational games. Game playing in society is described as either formal or informal; formal games comprise three categories: showdown, strategy, and a combination of the two. A table of social studies topics which include the subject areas of history, geography, civics, and economics that can be broken down into elements common to formal games is presented. Next, the process of game design is explained in three steps: system analysis, simulation design, and refinement. System analysis defines the major actors in a process, their interactions, and their decision rules in responding to each others' actions. Following the discussion of game design, eight examples of educational games relevant to social studies and designed by the author are briefly described. The final section notes several advantages of games in the classroom setting: they present concrete problems in a simplified but dramatic form; the attention span of elementary school children is increased; the player gains a growing sense of structure among the game variables; and the games which simulate reality can present the great problems of contemporary society on a level of specific human action that directly relates the student's decisions to the larger world. Disadvantages are discussed in terms of teacher attitudes and the attractiveness of games to children. (KC)

ED 178 395 SO 012 053

Bruner, Jerome S.

The Growth of Mind. Occasional Paper No. 8.

Educational Services, Inc., Cambridge, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-66

Note-16p.; For a related document, see SO 012 048 ; Document prepared through the Social Studies Curriculum Program

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cultural Context, *Educational Objectives, *Educational Philosophy, *Effective Teaching, Elementary Education, Human Development, *Humanization, Interpersonal Competence, Psychology, Self Actualization, *Socialization

Identifiers-Man A Course of Study

Written in 1966, the author examines the evolution of teaching in relation to the development of the elementary social studies course, Man: A Course of Study. The act of teaching is traced from play practice of primates to teaching-in-context of primitive societies to the more complex abstract teaching in separate schools of contemporary society. Five specifications about how a society must proceed in order to equip its young are noted: it must convert what is to be known into a form capable of being mastered by a beginner; the learner must be saved from needless learning; a society must place emphasis on how one derives a course of action from what one has learned; all societies must maintain interest among the young during the learning process; and a society must assure that its necessary skills and procedures remain intact from one generation to the next. The author then examines the relationship among teaching in separate schools, how a society equips its young, and the content of Man: A Course of Study. The recurring questions of what is human about human beings, how did they get to be that way, and how can they be made more so, form the structure of the course which examines the humanizing forces of tool making, language, social organization, man's prolonged childhood, and the urge to explain. Problems in constructing the course are noted in terms of the psychology of subject matter, stimulating thought in the school setting, the personalization of knowledge, and the encouragement of self-conscious reflectiveness. (KC)

ED 178 396 SO 012 054

Wolff, Peter

The Game of Empire: A Partial Assessment with Some Comments on Other Teaching Games. Occasional Paper No. 9.

Educational Services, Inc., Cambridge, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-66
Note-24p.; Document prepared through the Social Studies Curriculum Program
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Assessment, *Educational Games, Elementary Secondary Education, *Game Theory, Learning Activities, Learning Experience, *Learning Motivation, Social Studies, *Teacher Responsibility

An assessment of educational game playing in the classroom is presented. The assessment is based mainly on observations and reports of the game Empire (Educational Services Incorporated). In separate sections of the report, the author considers arrangements for game playing, the motivational appeal of educational games, and how and what children learn from games. The expenditure of time and money and the utility of educational games are also considered. Six reasons for the motivational appeal are: the classroom routine is interrupted; children are encouraged to talk to fellow students; children like the manipulative aspects of games; children like to win; game playing is a familiar and non-threatening activity; and not much reading is required for participation. In discussing intrinsic and extrinsic learning from games, the author points to problems of misleading the child through falsifications and oversimplifications of the reality the game is intended to portray. Conceptual and factual learning is also examined. In addressing these problems, the report stresses the necessity of game design and teacher follow-up. The author concludes that games are most useful at the junior high level and are least successful with bright students. (KC)

ED 178 397 SO 012 055

Whipple, Babette S.

The Grouptalk. Occasional Paper No. 10.

Educational Services, Inc., Cambridge, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-67

Note-52p.; Document prepared through the Social Studies Curriculum Program

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cognitive Processes, Curriculum Development, *Discussion Groups, Elementary Education, Group Activities, Group Experience, *Group Structure, Psychological Studies, *Questioning Techniques, Research Needs, Self Expression, Student Evaluation, *Teaching Techniques

The paper describes the basic features and techniques of a specific kind of discussion group, the Grouptalk. Grouptalk, especially useful in the elementary grades, is a formal discussion of a question by a small group and a leader. Participants follow the specific rules that all contribute relevantly to the discussion and that all help in the effort to summarize it. Basic features of a Grouptalk session include a regular weekly meeting from 30 to 45 minutes in a special room equipped with a chalkboard, tape recorder, and definition cards. The definition cards illustrate the rules of Grouptalk; the question written on the chalkboard enables the group to refer to the topic at all times. Three to six children comprise the most effective group. The functions of the leader are to guide strategy, to keep the group relevant, and to see that a summary is achieved. Cognitive skills enforced by Grouptalk include being relevant, summarizing, integrating, categorizing, defining terms, pinpointing causes of disagreement, and becoming conscious of strategy. Skills gained through effective participation in Grouptalk are the ability for self-expression, cooperation, and leading a discussion. Implications for the use of Grouptalk in evaluating students, in curriculum construction, and in psychological research are noted. (KC)

ED 178 398 SO 012 057

Allain, Violet Anselmini

Futuristics and Education. Fastback 131.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date-79
Note-40p.; Small type may be marginally legible
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 ($0.75, quantity discounts available)
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Changing Attitudes, Decision Making Skills, *Educational Needs, *Educational Planning, Elementary Secondary Education, *Futures (of Society), Higher Education, Learning Activities, Planning, *Relevance (Education), *Social Change, Teaching Methods, Technological Advancement

Educators can help people adjust to rapid and continual social change by borrowing techniques developed in the field of futuristics. Specifically, educators can encourage people to think about and react to projected changes. Futuristics (the field of study concerned with systematic study of the future using a wide range of disciplines) is based on the assumption that decisions made now will shape the future. Aspects of futures research that differ significantly from other types of research include that futures planning is action oriented, designed to suggest multiple alternative courses of action, dedicated to anticipating and planning genuinely different concepts of the future, heavily dependent on the rational study of anticipated developments and their consequences, and concerned with creating a probabilistic environment. In addition, the concept of alternative rather than inevitable futures is fundamental to futuristics. Futurists attempt to determine possible alternative futures by considering factors such as history, chance, policy decisions, scenarios of the future, and projections based on group as well as individual opinions. Educators can incorporate futuristics into the curriculum in a variety of ways, including career awareness activities with a future orientation (elementary school), review of utopian literature and library research (secondary school), and interdisciplinary courses on the future stressing forecasting techniques, public policy, technology and educational futuristics (college level). (DB)

ED 178 399 SO 012 058

Junell, Joseph S.

Matters of Feeling: Values Education Reconsidered.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date-79
Note-94p.
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 ($5.00)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Affective Behavior, Behavior Patterns, Childhood Attitudes, *Educational Needs, *Educational Objectives, Educational Philosophy, Educational Practice, Educational Responsibility, Elementary Secondary Education, Personal Values, Psychological Patterns, Social Values, Student Role, Teacher Role, *Values

Various aspects of values education in public schools in the United States are explored in the monograph. Objectives are to examine the philosophy underlying values education, identify problems in values teaching, describe processes used to teach values, clarify differences between values education and indoctrination, and to suggest how values education can be improved. The document is presented in eight chapters. Chapter I questions whether cognitive or affective objectives should be higher priorities in the classroom. Chapter II focuses on problems encountered by teachers in dealing with values in a pluralist society. Chapter III investigates the philosophical relationship of moral beliefs to intellectual truths and assesses the schools' responsibility for perpetuating democratic ideals. Chapter IV questions the right of teachers to indoctrinate students. Chapter V points out the interrelationships between the schools, families, and society. Chapter VI reviews literature and research on child-rearing and education. Chapter VII reviews ways in which children's values are influenced by teachers, teaching techniques, and educational materials. The final chapter concludes that values education will develop social conscience in children if it involves them emotionally through literature and drama with historical and/or contemporary moral issues. (DB)

ED 178 400 SO 012 059

Goodlad, John I.
What Schools are For.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date-79
Note-137p.; Small type may be marginally legible
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 ($5.50)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Educational Improvement, *Educational Needs, *Educational Objectives, Educational Philosophy, Educational Policy, *Educational Practice, *Educational Problems, *Educational Responsibility, Elementary Secondary Education, Social Influences

Problems of schooling in the United States are explored in the monograph. Major educational problems are grouped in two categories confusion over educational objectives and a rush to solve vaguely understood educational problems with ill-conceived action. Perspectives on educational objectives can be organized into three major approaches which stress 1) what schools are asked, expected, or called upon to do (goals); 2) what schools do or are used for (functions); and 3) what schools should do (aims). These approaches to the question of what schools are for are complicated by recent demands that schools fulfill variously defined social purposes in addition to more traditional functions such as teaching children to read, write, and do basic arithmetic. Educators and policy makers should focus reform efforts on a given population of students in a community setting rather than on the total school system, encourage communication between the principal and teachers, strive for positive interactions with administrators and superintendents, encourage a wide variety of instructional modes in accordance with individual and class needs, and mobilize community resources for educational and cultural enrichment. The conclusion is that schools can best fulfill their prime role of developing the full potential of each individual by concentrating on educational functions in a common school setting. (DB)

Bergman, Jerry
Teaching About the Creation/Evolution Controversy. Fastback 134.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date-79
Note-43p.
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 ($0.75, quantity discounts available)
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bias, *Concept Teaching, *Curriculum Problems, Elementary Secondary Education, *Evolution, Legal Problems, Models, Moral Issues, *Religion, Religious Factors, Textbooks
Identifiers-*Controversial Issues

The booklet discusses questions related to teaching engendered by the creation/evolution controversy, presents current positions of educators and textbooks, and recommends a two-model teaching approach. It is divided into six chapters. Chapter I defines and summarizes evolution and creationism as different belief structures, and outlines various theories relating to each from historical and current perspectives. Chapter II reviews the theory of evolution and examines some of the arguments criticizing it. Chapter III discusses ways people know about ideas or concepts, such as through an authority, faith, intuition, experience, and scientific method. Chapter IV examines educational issues in the creation/evolution controversy, including the legal aspects, the difference between fair presentation and indoctrination, parental concerns, and opposition to teaching both subjects. It presents arguments for and against both sides, as well as assumptions and controversies surrounding each issue. Chapter V attempts to answer the question, Should we teach both creation and evolution in the schools?'' It summarizes views of educational organizations, describes a two-model teaching approach, and outlines current attempts in textbooks to present a balanced version of the controversy and to emphasize both topics as theory, not scientific fact. Chapter VI states that teachers have a responsibility to present accurately all sides of a controversial issue. It recommends using the two-model teaching approach and emphasizing that there is much controversy and are many differing opinions. (CK)

ED 178 402 SO 012 062

Our Constitution and Government: Lesson Worksheets. Federal Textbook on Citizenship-Home Study Course. Revised Edition.

Immigration and Naturalization Service (Dept. of Justice), Washington, D.C.

Pub Date-78
Note-152p.; For related documents, see SO 012 063-064
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($3.50)
Pub Type Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adult Education, *American Government (Course), *Citizenship, Citizenship Responsibility, Correspondence Courses, Educational Objectives, *Government Role, *Home Study, Immigrants, Lesson Plans, *United States History, Worksheets
Identifiers-Naturalization Programs

The book presents 21 worksheets and background information on the American Constitution and government. The purpose of the worksheets is to enable candidates for naturalization who are unable to attend public school classes to study topics related to American history and government in their own homes. The worksheets are presented in six units. Unit I explains how groups and organizations contribute to the American political system. Unit II discusses origins of the American nation, drafting of the constitution, early changes in the constitution and government, and constitutional amendments. Unit III focuses on governmental authority, political parties, and objectives of the federal government. Unit IV considers responsibilities of the Congress and the President and explains how the federal court system works. Unit V focuses on the purposes and organization of state governments. The final unit discusses income tax, cooperation between federal and state governments, and basic principles of government. Within each unit, background reading and worksheets containing multiple choice questions are presented. Also presented are instructions to students on how to complete lessons, budget time for study, find answers to worksheet questions, and find assistance in completing and mailing in course work. (DB)

ED 178 403 SO 012 063

English, Home and Community Life. Section 1 for the Student. Federal Textbook on Citizenship-Home Study Course. Revised Edition.

Immigration and Naturalization Service (Dept. of Justice), Washington, D.C.
Pub Date-78
Note-111p.; For related documents, see SO 012 062-064
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($3.25)
Pub Type- Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Education, *American Culture, *Citizenship, Citizenship Responsibility, Correspondence Courses, Educational Objectives, *English Instruction, *Home Study, Immigrants, Lesson Plans, *Literacy Education, Worksheets
Identifiers-Naturalization Programs

This book, one in a three volume series dealing with American history and culture, presents 31 lessons on English language instruction and on home and community life in the United States. The home study materials are intended for use by candidates for naturalization who have a limited knowledge of English and who are unable to attend public school classes. Lesson topics relating to daily life in the United States include family life, home environments, good neighbors, farming, job interviewing, rights and duties of citizenship, gardening, home ownership, land ownership, and health. Among those topics relating to English language instruction are the months of the year, learning to read and write, numbers, and vocabulary development. For each lesson, information is presented on basic vocabulary terms, short sentences which describe the topic, simple phrases to read out loud, and phrases and simple sentences to write. Each lesson is accompanied by a photograph which illustrates some of the major vocabulary words and concepts in the lesson. For example, the lesson entitled ``We Learn'' is accompanied by a photograph of elementary school children writing on a blackboard in a school classroom. Also included in the booklet is the text to ``The Star Spangled Banner,'' block-printed and cursive alphabet letters, and an alphabetical listing of all words used in the lessons. (DB)

ED 178 404 SO 012 064

English and the State Government. Section 3 for the Helper. Federal Textbook on Citizenship-Home Study Course. Revised Edition.

Immigration and Naturalization Service (Dept. of Justice), Washington, D.C.
Pub Date-73
Note-81p.; For related documents, see SO 012 062-063 and ED 087 680
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.10)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, *Citizenship, City Government, Civics, Democracy, *English Instruction, Government Role, *Home Study, *Literacy Education, *State Government, Textbooks
Identifiers-Naturalization Programs

The federal home study citizenship book presents 20 lessons and nine examinations to aid persons helping naturalization candidates learn about state governments. The materials have been developed for people who speak English but who have little or no skill in reading. Intended predominantly as an aid to students studying citizenship on a correspondence basis, the materials can also be useful in a classroom situation. The book begins with an explanation to teachers (also called helpers) of objectives, design, activities, and components on the English and State Government'' course. In the next section are presented 20 lessons on topics including the importance of state governments, lawmaking in states, the role of state governors, the judicial branch of state government, county and city governments, and how state governments are financed. Each lesson includes discussion questions and suggested answers, background information, vocabulary, and activities. Activities involve students in completing sentences, defining vocabulary terms, oral reading, completing work sheets, compiling lists, and memorizing facts related to each topic. The final section presents examinations which direct students to circle proper answers, fill in blanks, match correct responses, underline appropriate endings to partially completed phrases, and to provide yes and no responses to questions. (DB)

ED 178 405 SO 012 065

Fogelman, Edwin Zingale, Nancy

Manual for the Comparative Politics Laboratory: Conditions for Effective Democracy.

Minnesota Univ., Minneapolis. Dept. of Political Science.
Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-68
Grant-GY-3772; Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*College Curriculum, Comparative Analysis, *Data Analysis, Higher Education, Instructional Materials, *International Relations, *Political Science, *Research Methodology, Research Skills, Supplementary Textbooks

This manual introduces undergraduate students in political science to major types of data and methods for cross-national quantitative analysis. The manual's topic, Conditions for Effective Democracy, was chosen because it incorporates several different kinds of data and illustrates various methodological problems. The data are cross-sectional aggregate data, longitudinal aggregate data, and cross-national attitudinal data taken from a five-nation study. The manual contains 10 exercises. The first four examine a series of journal articles about the social and economic conditions associated with successful democracy. Exercise five introduces longitudinal data from the Minnesota Political Data Archive for analyzing sequential relationships among political, social, and economic variables over extended periods of time. The remaining five exercises involve reanalysis of major research findings concerning the attitudinal characteristics of democratic systems. Students do not need previous training in statistics or methods. The only equipment needed to complete the exercises is a counter-sorter, although a calculator would also be helpful. Staff for the course will need a key punch and reproducer. (Author/AV)

ED 178 406 SO 012 066

Benjamin, Roger And Others

Manual for the Political Development Laboratory.

Minnesota Univ., Minneapolis. Dept. of Political Science.
Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-69
Grant-GY-3772; Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*College Curriculum, *Data Analysis, *Development, Economic Factors, Higher Education, Instructional Materials, *International Relations, Political Influences, *Political Science, Pol[illegible]cs, Research Methodology, Research Skills, Social Factors, Supplementary Textbooks

This manual introduces undergraduate students to empirical aspects of the political development process. It contains 12 exercises, some of which are based on outside readings or excerpts included in appendices. Exercises one through three examine theoretical, conceptual, and definitional issues. Exercise four focuses on social and economic correlates of political development. Exercises five and six relate communism and democracy to the development process. Longitudinal data from the Minnesota Political Data Archive are introduced in exercises seven and eight to illustrate effects of viewing political development from the standpoint of historical patterns and sequences of social mobilization. Concluding exercises examine specific political leadership patterns as they relate to political development. The manual includes a code and computer printout. Students do not need previous training in statistics or methodology, and no special equipment is needed to complete the exercises. (Author/AV)

ED 178 407 SO 012 067

Krislov, Samuel And Others
Manual for the Judicial Behavior Laboratory.
Minnesota Univ., Minneapolis. Dept. of Political Science.
Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-69
Grant-GY-3772; Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*College Curriculum, Comparative Analysis, *Constitutional Law, *Court Litigation, *Data Analysis, Higher Education, Individual Power, Instructional Materials, Legal Education, *Political Science, Politics, Research Methodology, Research Skills, Supplementary Textbooks

This manual introduces undergraduates to resources and data analysis methods for studying judicial behavior and constitutional law. It contains 12 exercises, most of which are based on outside reading and analysis of data provided in appendices. Exercise one introduces the basic tools and methods for research in a law library, emphasizing use of the Corpus Jures Secundum,'' Shepard's Citations,'' and the Index to Legal Periodicals.'' Exercise two discusses fundamentals for reading and briefing a case, and for understanding and organizing a court opinion. Exercise three explores the relation of established rules of law to the values and attitudes of the community or culture in which they have developed. Exercises four through six examine the relationship between judges' background characteristics, such as religion or party affiliation, and their judicial decisions. Data from voting records provide the basis for these exercises. Various data analysis methods are explained in exercises seven through 12. These include construction and use of Guttman scales, bloc analysis matrices, and a voting power index. These methods are useful in determining how a specific judicial decision compares to others, and how much influence one member of a voting body has in comparison to other members of the same body. (Author/AV)

ED 178 408 SO 012 068

Social Studies Scope and Sequence Guidelines: Implementing the State Framework, K-12. Publication No. GC-64.

Los Angeles Unified School District, Calif.
Pub Date-77
Note-225p.
Available from-Los Angeles Unified School District, District Publications, 450 N. Grand Avenue, Room G-230, Los Angeles, California, 90012 ($2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Concept Teaching, Curriculum Development, *Educational Objectives, Elementary Secondary Education, Interdisciplinary Approach, *Learning Activities, Personal Values, Skill Development, *Social Sciences, *Social Studies, Social Values

The booklet outlines skills, objectives, and activities for K-12 classroom teachers to consider as they develop and implement social studies programs. The document is presented in two major parts. Part I identifies major social studies objectives, including to help students develop understandings based on social science data and concepts, reinforce social science work study skills, increase respect for cultural differences, clarify personal values, reflect upon social values, and participate intelligently in society. Within these general categories, teachers are directed to plan activities which will help students recall information, deal with specifics, analyze political and economic influences, and prepare appropriate solutions to suggested problems. Part II presents sample lesson outlines and skill charts organized by grade level. Topics include citizenship rights and responsibilities, obtaining goods and services, community groups, regions of California, the industrial revolution, ancient civilizations, and the United States Constitution. For each unit, information is presented on objectives, general and specific ideas, evaluation strategies, materials needed, and lesson sequence. Activities involve students in class discussion, role playing, devising rules, writing stories, locating information in textbooks, working with maps and globes, writing letters to companies and government agencies, and participating in field trips to community museums, libraries, and organizations. (DB)

ED 178 409 SO 012 069

What Will People Do Next? An Instructional Bulletin. Publication No. GC-42.

Los Angeles Unified School District, Calif.

Pub Date-76

Note-45p.

Available from-Los Angeles Unified School District, District Publications, 450 N. Grand Avenue, Room G-230, Los Angeles, California 90012 ($1.55)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cultural Awareness, Elementary Education, *Futures (of Society), *Individualized Instruction, *Interdisciplinary Approach, *Learning Activities, Learning Modules, *Social Change, *Social Studies, Teaching Methods

The 20 lesson cards describe activities and objectives to aid elementary school classroom teachers as they develop interdisciplinary social studies programs. The activity cards may be used at individual learning centers or assigned as independent work following a teacher-guided lesson. Only one set of cards is needed per classroom. Major objectives of the cards are to refresh basic social studies concepts, provide personalized and independent learning opportunities, and reinforce reading and communication skills. Topics include cultural understanding, social change, utilization of resources, environmental influences, political behavior, historical perspectives, economic choice, travel, and social interaction. Each card includes information on what to do before beginning work on the topic, materials required, background, vocabulary, major concepts, cognitive objectives, behavioral objectives, and activities. Activities involve students in planning activities for a foreign visitor, preparing graphs and lists of activities, solving imaginary problems, reading aloud in class, discussing suggested questions in groups, writing simple stories, role playing, drawing time lines, and illustrating stories and poems. Examples of objectives for specific topics include that students be able to demonstrate respect for other world cultures, appreciation of the natural environment, and an understanding of how changing events impact upon future life styles. (DB)

Guide to Graduate Departments of Geography in the United States and Canada 1979-1980.

Association of American Geographers, Washington, D.C.
Pub Date-79
Note-321p.
Available from-Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 ($6.00 paper copy, quantity discounts available)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Comparative Education, *Degree Requirements, *Geography, Geography Instruction, *Graduate Study, Higher Education, Universities

This guide is intended to assist college and university departments of geography in answering inquiries received from students concerning graduate study. A comprehensive listing of information about requirements, course offerings, financial aid, and personnel for 146 colleges and universities in the United States and Canada is included in this 12th edition of the guide. Institutions are indexed alphabetically. Information presented for each entry includes dates department and graduate program were founded, degrees offered, number of degrees granted from July, 1978 to June, 1979, number of graduate students in residence, number of graduate students not in residence, programs and research facilities, person to contact for catalog and further information, admission requirements, academic plan, financial aid, and name, degree, and area of interest of faculty members. Additional information presented for the first time for each entry in the guide is a listing of titles of recently completed dissertations and theses for each graduate school program. It is intended that this listing provide a permanent record of graduate research in geography. An alphabetical staff directory and a geographical index of institutions conclude the directory. (DB)

ED 178 411 SO 012 071

Research and Development in the Social Studies: New Curriculum Models for History and the Social Sciences.

Educational Services, Inc., Cambridge, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Apr 65
Note-175p.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Citizenship, *Concept Teaching, *Curriculum Development, *Educational Development, Educational Philosophy, Elementary Secondary Education, History Instruction, Humanism, Humanistic Education, *Social Studies, Social Studies Units, Teaching Methods

Four essays discuss plans for and experimental stages of a 1965 social studies curriculum development program for grades 4-12, emphasizing rationale and educational objectives, and offering an overview of content and methodology. Chapter I describes the development work as stressing analysis and understanding of a human or social situation using varied methods and interpretations of the social sciences, investigation of the nature and meaning of forces shaping society, development of learning skills, values education, and opportunity for research and development. The program's intent was to emphasize the interaction of the quality of things learned with the quality of the intellectual experience acquired in learning. Chapter II examines the elementary school program. Using the overall theme of man, his nature, and the forces that shaped and continued to shape his humanity, the course focused on five humanizing factors and their interactions (tool-making, language, social organization, management of childhood, and man's urge to explain). Chapter III presents plans for the junior high curriculum. Using the theme ``Man as a Political Being'', three units are described: (1) Inventing the Western World, (2) From Subject to Citizen, and (3) The Civic Culture. These units stressed concepts of political power and political culture. Chapter IV discusses three parts

of the high school social studies curriculum, which dealt with the impact of technology and science on society in the 19th century, the relation between ideology and reality in the 19th and 20th centuries, and a philosophical reflection on the nature of social studies. (CK)

ED 178 412 SO 012 072

Intergenerational Living - A Pilot Study in a University Setting. Final Report. Student Originated Studies.

Oklahoma State Univ., Stillwater.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Grant-EPP75-08978
Note-140p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrator Attitudes, *College Programs, *College Students, *Feasibility Studies, Higher Education, *Nontraditional Students, *Older Adults, Senior Citizens, Student Attitudes, Teacher Attitudes

Results of a feasibility study to integrate the elderly into the university community are reported. The program occurred during the 1975 summer session at Oklahoma State University. Twenty retired persons attended classes, participated in other phases of campus life, and lived in a university dormitory. Twenty-three students acted as surrogate grandchildren to the older participants. Both groups were tested extensively to determine the effects of the program on them. Also, administrators, faculty members, and students were interviewed regarding the effects of the program on the existing university structure and the anticipated effects of the program on the existing university structure and a permanent program. Results indicated that attitudes toward the program were very positive. Elderly participants described the experience as providing a renewed sense of meaning, promoting and providing an atmosphere where two generations can interact, and creating an atmosphere where retired adults along with younger students can develop abilities and talents. Faculty and administrators also had positive attitudes toward the program. Most faculty believed that retired persons made a positive contribution toward classroom interaction. The author concluded that the results leave little doubt that such a program is desirable and feasible. Research instruments, tables, and figures are included. (KC)

ED 178 413 SO 012 073

Economic Education Programs and Resources Directory. Second Edition.
National Association of Manufacturers, Washington, D.C.
Pub Date- 78
Note-39p.; Not available from EDRS in paper copy due to small print type of original document
Available from-Education Services, Communication Division, National Association of Manufacturers, 1776 F Street, N.W., Washington, D.C. 20006 ($7.50)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Business Education, *Business Responsibility, Communications, *Economic Education, Elementary Secondary Education, Higher Education, *Industry, *Organizational Communication, *Organizations (Groups), *Publicize, Public Relations, Public Speaking

This directory provides a selective listing of information about economic education programs and resource activities of 299 corporations, organizations, universities, and colleges in the United States. This second edition of the directory is intended to stimulate interaction between business firms and schools and to help educators, members of the business community, and other interested people locate information about corporate education and information programs. Programs listed in the directory were chosen to demonstrate variety and provide diverse geographical coverage. Programs are organized alphabetically in six categories corporate programs and resources, economic education organizations and programs, research and public policy, business/industry associations, selected college programs, and other resources. For each entry, information is presented on name of the corporation or organization, person to contact for further information (usually a vice-president, librarian, education coordinator, or public relations director), address, telephone number, and description of programs and activities such as speakers bureaus, classroom aids, public affairs services, seminars, display materials, school related activities, and activities for employees. (DB)

ED 178 414 SO 012 074

Hanley, Janet P. And Others
Curiosity/Competence/Community. An Evaluation of Man: A Course of Study, Vol. 1.
Education Development Center, Inc., Cambridge, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-70
Note-387p.; For related documents, see SO 012 075, ED 045 461 and ED 065 458
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Anthropology, *Behavioral Science Research, Cultural Awareness, *Curriculum Evaluation, Data Analysis, Educational Objectives, *Educational Research, Elementary Education, Human Development, *Humanistic Education, *Social Studies Units, Student Attitudes, Teacher Attitudes, Teacher Education
Identifiers-Man A Course of Study

This volume evaluates learning gains, learning problems, and pedagogical climate related to the elementary school social studies curriculum, "Man: A Course of Study" (MACOS). MACOS, a behavioral/anthropological curriculum, is intended to help elementary school children understand differences and similarities between man and other animals by investigating questions such as what makes man human? how does a group survive? what does dependency mean? and what makes a good parent? The document is presented in three sections. Section I introduces the report and presents an overview of MACOS' development and objectives. In addition, an outline is presented of data in volumes I and II of the report. Section II presents transcripts and interpretations of interviews with students who have participated in a course based on the MACOS curriculum. The basic objective of the interviews was to encourage students to express in their own words how they used MACOS ideas and materials. Section III offers quantitative analysis of results of tests of students in MACOS and non-MACOS social studies courses. Emphasis is placed on factors delineating the environment in which MACOS was taught, children's interpretations of course emphases, and patterns of student responses. (DB)

ED 178 415 SO 012 075

Hanley, Janet P. And Others

Curiosity/Competence/Community. An Evaluation of Man: A Course of Study, Vol. II.

Education Development Center, Inc., Cambridge, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-70
Note-296p.; For related documents, see SO 012 074, ED 045 461 and ED 065 458
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Anthropology, *Behavioral Science Research, Cultural Awareness, *Curriculum Evaluation, Data Analysis, Educational Objectives, *Educational Research, Elementary Education, Human Development, *Humanistic Education, Interviews, *Social Studies Units, Student Attitudes, Teacher Attitudes, Teacher Education
Identifiers-Man A Course of Study

The document is the second in a two volume series of evaluative data regarding the elementary school social studies curriculum, Man: A Course of Study'' (MACOS). The document is presented in four sections. The first section presents findings on the use of films, reading material, and educational games in the MACOS curriculum. Findings indicated that films, stories of other cultures, and simulation games were closely associated with high student interest in MACOS and with increased knowledge about subjects covered in the MACOS curriculum. The second section discusses observation of MACOS and non-MACOS social studies classes from 1967-1969. Findings indicated that MACOS teachers were more open with their students than were other teachers and that MACOS lessons were more often aimed at conceptual development than non-MACOS lessons were. The third section reviews objectives of social studies teacher education programs and offers case studies of MACOS workshops. The final section offers interviews with teachers who worked with MACOS for at least one year. In the interviews, teachers stressed that working with MACOS made them understand the importance of active listening, communicating, observing, sharing in group exchanges, and expressing ideas orally. The document concludes with appendices including a description of the field testing sample, observation forms, and sample interview questions. (DB)

Cort , H. R., Jr. And Others

Approaches to Further Evaluation of Man: A Course of Study. A Final Report.

Washington School of Psychiatry, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-19 Feb 71
Note-78p.; For related documents, see SO 012 048, ED 045 461 and ED 065 458; Best copy available. The summary and concluding comments are cut short due to missing pages
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Course Evaluation, *Curriculum Development, *Curriculum Evaluation, Educational Objectives, Elementary Education, Evaluation Criteria, Evaluation Methods, Experimental Curriculum, *Social Studies, Social Studies Units
Identifiers-Man A Course of Study

The paper reports on an investigation of evaluation alternatives of the social studies curriculum project Man: A Course of Study'' (MACOS). It is presented in eight sections. Section I describes the task of the study and offers a view of the stages of curriculum development projects. Section II describes methods employed in the study. Section III summarizes findings from the field visits relating to the environment in which the project was used, dissemination, functions of the course, the value of the course for different ethnic groups and grade levels, teacher preparation, impact on the institution, and previous evaluation. Section IV presents further examples and trends, including teachers' perceptions of MACOS goals, how teachers evaluate student progress, and context considerations. Section V outlines 15 characteristics of the MACOS curriculum, while Section VI cites six issues or categories to be considered in further evaluation. Section VII presents three specific approaches: absolute evaluation, comparative evaluation, and systemic evaluation. It analyzes the advantages and limitations of each in relation to general design requirements, specific design and methodology, implementation mechanisms, and objectives and payoffs. Section VIII summarizes and offers conclusions, including that it is possible to evaluate MACOS using available methods and instruments, and that there is no one measure of the effectiveness of the program. Further conclusions are cut short due to missing pages. (CK)

Fix, Jerrold E.
The Middle East Content Priority Teaching Guide.
Middle East Inst., Washington, D.C.
Spons Agency-Denoyer - Geppert Foundation, Chicago, Ill.; Kashoggi Foundation, London (England).
Pub Date-79
Note-46p.; For a related document, see SO 012 078
Available from-Middle East Institute, 1761 N Street, N.W., Washington, D.C. ($1.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cultural Awareness, Cultural Differences, Educational Objectives, *Islamic Culture, *Learning Activities, *Middle Eastern Studies, *Non Western Civilization, Secondary Education, *Social Studies Units, *Teaching Methods

Variations of a social studies unit on Middle Eastern culture, history, and geography are presented to aid secondary school classroom teachers as they develop and implement Middle Eastern area studies educational programs. The guide is presented in four parts, each of which represents one version of the unit. Teachers are directed to select the unit which is the most appropriate for use in their classrooms according to whether they have three, six, nine, or 18 weeks available. Each unit is organized into four major categories geography; politics, history, and economics; religion; and life style. Information includes copies of outline maps, suggestions about appropriate books and filmstrips, discussion questions, background information, definitions, and case studies. Supplementary topics are suggested for each unit, according to the time allocated. Activities involve students in investigating stereotypes, map and globe work, reading and writing exercises, library research, analyzing filmstrips, and discussing controversial issues in the classroom. A bibliography concludes the document. (DB)

ED 178 418 SO 012 078

Fix, Jerrold E.

The Middle East Institute Resource Guide for Teachers.

Middle East Inst., Washington, D.C.
Spons Agency-Kashoggi Foundation, London (England).
Pub Date-79
Note-64p.; For a related document, see SO 012 077
Available from-Middle East Institute, 1761 N Street, N.W., Washington, D.C. ($1.50)
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Abstracts, Arabs, *Content Analysis, Elementary Secondary Education, Films, Filmstrips, Higher Education, Instructional Materials, *Middle Eastern Studies, Resource Guides, *Social Studies, *Textbook Content

Abstracts and evaluations of over 50 instructional and resource materials related to the Middle East are presented in the resource guide. The guide is intended for use by elementary and secondary school social studies classroom teachers as they seek information about availability and potential uses of resources dealing with the Middle East. Four categories of materials are reviewed filmstrips, films, textbooks, and supplementary materials. Topics of filmstrips include the impact of oil, village life, contributions of Arab civilization, Islam, role of Arab states in the modern world, monuments of Egypt, and nomads of the Sahara. Film topics include Islam, Israel, modern family life, third world problems, and land and water usage. Books reviewed include a handbook for teachers and students on the Arab world, a picture book on the Arab states, and a world cultures text. Supplementary materials are a teacher's handbook and directory for the Traditional World of Islam'' film series. For each entry, information is presented on title, editor or producer, address, description of components, evaluative comments, synopsis, and suggestions to the teacher on how the material might be used. (DB)

Sullivan, Cheryl Granade

Classroom Management in the Social Studies Class. How to Do It Series, Series 2, No. 7.

National Council for the Social Studies, Washington, D.C.
Pub Date-79
Note-9p.; For related documents, see SO 012 080-081 and ED 088 756
Available from-National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($1.00 paper copy, quantity discounts available)
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavior Change, *Change Strategies, *Civil Rights, *Class Management, Classroom Arrangement, *Classroom Techniques, *Discipline, *Effective Teaching, Elementary Secondary Education, Social Studies

Classroom management is discussed in terms of effective instruction, successful group management, maximum use of space, time, and resources, meaningful discipline, student rights, and change strategies. The discussion of effective instruction stresses appropriateness, completeness, clarity, and a variety of lessons. Techniques for successful group management include the teacher's ability to attend to several issues at once and to achieve smoothness in ongoing academic activities, group focus, student accountability, and a variety of activities. Suggestions for maximum use of space, time, and resources refer not only to the teacher who has his/her own classroom but also to the floating teacher. Measures for assuring effective handling of routine matters include learning students' names immediately, providing activities during roll call, returning papers efficiently, making available enrichment materials, and developing standard operating procedures. Classroom discipline is discussed in terms of preventing and dealing with problems through reality therapy, behavior modification, and changing expectations. Legal rights of students are presented relative to Supreme Court cases. Finally, the author outlines steps for initiating change through force field analysis which includes a written statement of the goal, a brainstorming session, selection of appropriate ideas, and development of a plan of action. (KC)

ED 178 420 SO 012 080

Mehaffy, George L. And Others
Oral History in the Classroom. How to Do It Series, Series 2, No. 8.
National Council for the Social Studies, Washington, D.C.
Pub Date-79
Note-9p.; For related documents, see SO 012 079-081
Available from-National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($1.00 paper copy, quantity discounts available)
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Historiography, History Instruction, *Local History, *Oral History, School Community Relationship, Social Studies, *Student Projects, *Teaching Procedures

The booklet is designed to help social studies teachers initiate oral history projects. Preceding the two major sections of the document, the authors specify that oral history is more than a person with a tape recorder; need not be transcribed to be useful; need not be a big project; and is not the final product of history. The next section describes projects that have proven to be successful: the life history, the family history, special oral history projects such as exploring topics in community social history, and field research into community political life and community folklore. Possibilities for end products of these projects include curriculum materials, community oral history archives, or a publication of a student journal. The final section provides suggestions for equipment, planning, and procedures. The questions of legality, responsibilities, obligations, record keeping and storage, transcription, and preparing students to conduct interviews are examined. A sample release form for the interviewee, an oral history data sheet, and a selected bibliography are included. (KC)

Turner, Thomas N.

Using Popular Culture in the Social Studies. How to Do It Series, Series 2, No. 9.

National Council for the Social Studies, Washington, D.C.

Pub Date-79

Note-7p.; For related documents, see SO 012 079-080

Available from-National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($1.00, quantity discounts available)

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Education, *Class Activities, Clothing, Films, *Learning Activities, Mass Media, Music, *Popular Culture, Publications, Secondary Education, *Social Studies, *Teaching Procedures, Television

The booklet offers a variety of suggestions for integrating a study of popular culture into the high school social studies classroom. Popular culture is described as those elements in society which have the primary function of entertaining or selling and which are becoming a familiar, recognizable, and identifiable entity for a large number of people. Some reasons for studying popular culture are that it is intimately connected with the individual's personal and social development; students possess an intimate and detailed knowledge of popular culture; the resources are abundant and inexpensive; and popular culture has lasting social importance and significance. Teaching suggestions include the areas of popular music, television and movies, social gatherings, printed materials, fads and fashions, and careers. Music activities include listing qualities and rating stars, rewriting lyrics to tell of a local incident, and voting on values depicted in selected statements from songs. Television provides a study of propaganda and of distortion of reality through video techniques. An examination of social gatherings could lead to simulations and creative writing exercises. Popular magazines can be investigated according to audience appeal and a history of clothing fashion show could depict fads and fashions. Finally, strategies for career education include exploratory mini-courses and classifying jobs in terms of glamour. (KC)

ED 178 422   SO 012 083

Riesman, David

The Undergraduate Sociology Curriculum: The Liberal Arts Function.

Pub Date-27 Aug 79

Note-23p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, Massachusetts, August 27, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Objectives, Higher Education, *Interdisciplinary Approach, Relevance (Education), *Sociology, *Student Projects, *Undergraduate Study

The author describes the development and evolution of an undergraduate interdisciplinary sociology course which he created in 1958 at Harvard College. Staff for the course was drawn from sociology, social psychology, anthropology, political science, social history, and law. The aim of the course was to examine modes of research and intellectual themes with the goal of encouraging students to understand and observe more through their ability to relate readings to observations. Readings included chapters from Tocqueville's ``Democracy in America,'' Whyte's ``Street Corner Society,'' and Lane's ``Political Ideology.'' The course was structured into three tracks: lectures which the author gave or presided over and in which he discussed readings and supplementary materials; section meetings led by staff members for discussion of lectures and readings; and the term paper, which represented a major grade for the course. Students were encouraged to undertake a small scale empirical study as opposed to a theoretical or library based paper for their term project. Changes occurred in the course during the cry for relevance in the 1960s. Major obstacles during this era were students' cynical attitudes toward society and its institutions and their conclusion that they already knew what was worth knowing. (KC)

ED 178 423 SO 012 084

Shaver, James P.

The NSF Studies: Implications for Law and Humanities in Elementary Schools.

Pub Date-29 Jul 79
Note-16p.; For a related document, see SO 011 110
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, *Curriculum Development, *Educational Change, Educational Needs, Educational Practice, Educational Problems, Elementary Secondary Education, *Social Studies, *Teacher Attitudes, *Teaching Methods

Generalizations and implications of results from three National Science Foundation studies of elementary and secondary social studies education are reported. Results indicate that the teacher's beliefs, values, knowledge, and techniques are the key to what happens in the classroom and that textbook content rather than inquiry tends to be the center of instruction in social studies. Also, the back to basics movement is important to teachers. This commitment has serious implications because it tends to take students away from using social studies content as a means of teaching reading. In addition, results indicate that teachers have different views of schooling than do university professors and curriculum developers. Major concerns of teachers are classroom management and socialization, or teaching students to behave in the system and how to learn from printed materials. Further, many teachers do not feel comfortable with innovations and with new curricula. Other generalizations are that teachers function in a system which supports a stable view of society; the principal is an important part of the teacher's social system; and teachers want to be accepted by the community, parents, and students. Implications for curriculum development include the need for developers (1) to help modify the social system to relieve pressure on teachers; (2) to recognize that financial and moral support of the principal are important for adoption efforts; and (3) to recognize the importance of the teacher's commitment to stability and opposition to change. (KC)

ED 178 424 SO 012 085

Shulman, Lee S.

Research on Teaching in the Arts: Review, Analysis, Critique. Occasional Paper No. 19.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Contract-400-76-0073
Note-40p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aesthetic Education, *Course Content, *Educational Practice, Elementary Secondary Education, Ethnography, *Fine Arts, Information Dissemination, *Research, Research Needs, Research Problems, Research Utilization, Teacher Role

This review of literature examines and critiques research on the relationship among subject matter, teaching, and research in the arts. Research on the relationship between content and teaching practices is examined first. The author questions theories of the teacher as artist, discovery learning, and drill-and-practice instruction as related to creative performance in students. The section on the relationship between content and research discusses the insistence that researchers become artists in order to effectively conduct investigations of teaching in the arts. The merits and limitations of ethnography, an anthropological approach to research, are discussed in the section on teaching practices and approaches to research. The section also suggests that practitioners can aid in conducting research through their expertise, their understanding of how to cope with the realities of the classroom, by providing research criteria, and by functioning as co-investigators. The relationship between research and practice is considered in terms of information dissemination. The author concludes that researchers should be engaged in diffusing specific materials and media of instruction, attempting to influence prevailing views, providing opportunities for critical reflection, and creating instances of practice. The final section considers the place of the arts in the total curriculum. In the conclusion, the author stresses the avoidance of disciplinary dogma in planning research programs and choosing among research methods. (KC)

ED 178 425 SO 012 086

Education and Regional Development. General Report, Volume 1.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date-79
Note-92p.
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($5.50)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cooperation, Cultural Factors, *Educational Development, Educational Objectives, *Educational Policy, Educational Trends, Elementary Secondary Education, Higher Education, *International Organizations, Power Structure, *Regional Characteristics, Relevance (Education), School Community Relationship, *Social Change, Vocational Education

The booklet discusses various aspects of involvement by the Organization for Economic Cooperation and Development (OECD) in helping member nations integrate education with community and regional needs. Objectives are to help OECD member nations intensify and improve school community relationships, coordinate educational policy with other regional policies, and help countries respond to new demands and objectives in education. The document is presented in four chapters. Chapter I focuses on regional development strategies and the regional dimension of education policies. Stress is placed on regional problems which are common to most OECD countries, including making public institutions (including schools) easily accessible to all users, smoothing out disparities in wages and lifestyles between regions, and conserving cultural characteristics of regions and migrant populations. Chapter II concentrates on the role of education in regional development. Topics discussed include the relationship of education to employment and population migration, regional employment, vocational training structures, and the responsibility of the educational system for providing support for regional cultural development. Chapter III points out regional inequalities in education and identifies policies designed by various nations to reduce these disparities. Chapter IV recounts problems in educational planning which have been caused by the decentralization of education into regional control units. (DB)

ED 178 426 SO 012 088

Katz, Elizabeth
Sources of Strength: Women and Culture. Annotated Bibliography.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Note-167p.
Available from-Education Development Center, 39 Chapel Street, Newton, MA 02160 ($3.00 paper copy)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Blacks, Chinese Americans, *Culture, Ethnic Groups, *Females, Foreign Countries, Instructional Materials, Minority Groups, *Multicultural Education, Resource Materials, Secondary Education, *Womens Studies
Identifiers-Africa, China

The bibliography contains annotations of teacher background and student learning materials published through 1976 designed to help secondary school students learn about ways women in various cultures have lived their lives and perceived their choices, and to relate the information to their own lives and choices. It is meant to accompany a teacher's guide for a secondary school course available from the Education Development Center, titled ``Sources of Strength: Women and Culture,'' but can be used separately. Kinds of materials include journals, journal articles, books (fiction and non-fiction), papers, oral histories, anthologies, films, bibliographies, primary sources, plays, videocassettes, videotapes, and filmstrips. The introduction explains the bibliography's organization and selection criteria, and suggests ways for the teacher to localize or expand it. Seven sections cover materials related to women in Africa, women in China, African-American women, Chinese-American women, cross-cultural references, oral history, and personal lives. Each section is divided into subsections entitled teacher background materials, student learning materials, bibliographies, and ways to keep current. Each entry includes publisher information, addresses for those items not in Books in Print, Ed numbers for those in ERIC, and annotations indicating overview, relevant chapters or material, strengths, and weaknesses. For audiovisual materials, length, color, and rental information is given. (CK)

ED 178 427 SO 012 090

America through American Eyes: An Exhibit of Recent Books that Reflect Life in the United States.

Association of American Publishers, New York, N.Y.; New York Public Library, N.Y

Pub Date-Sep 79

Note-129p.; Photographs throughout document may not reproduce clearly from EDRS in paper copy

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*American Literature, Architecture, Athletics, Childrens Books, Current Events, Elementary Secondary Education, Fine Arts, *Modern History, *Popular Culture, *Social History, Theater Arts, *United States History, Visual Arts

This annotated bibliography lists approximately 300 American books representative of current, popular, and readily available publications. Because the intent is to give people in the Soviet Union an idea of America's current amusements, arts, and concerns, the books have been considered on their basis of being accessible to those unfamiliar with the English language. Written by Americans about Americans most of the books were published within the last five years. Entries are arranged alphabetically according to author and include subjects such as architecture, land, the diversity and concerns of the American people, childrens books, sports, artists, photographers, folk art, music, dance, theater, movies, and television. Representative authors include Muhammed Ali, Julia Child, Duke Ellington, Allen Ginsberg, Georgia O'Keeffe, Dr. Seuss, Kurt Vonnegut, Jr., Isaac Bashevis Singer, Susan Sontag, and Theodore White. A list of people, ideas, and events that have shaped our lives is included. (KC)

ED 178 428 SO 012 091

Menzel, Robert K.

Entering Unexplored Space: Evaluating Interdisciplinary Programs in the Social Sciences.

Pub Date-Aug 79
Note-25p.; Paper prepared for Annual Conference of the Western Social Science Association (Denver, CO, April 21-23, 1977); Table I may not reproduce clearly from EDRS in paper copy due to small print type
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Affective Objectives, Behavioral Objectives, *Educational Assessment, Educational Objectives, *Educational Research, Evaluation Methods, Higher Education, *Interdisciplinary Approach, Investigations, *Program Evaluation, *Research Needs, *Social Sciences

The paper explores various aspects of evaluation of interdisciplinary programs in social sciences at the college level. Program evaluation is concerned with changes in student knowledge, skills, and attitudes as a result of participation in a given program. It is also concerned with resources, priorities, quality, and results of specific activities, and with educational objectives of the institution sponsoring the program. Teachers suggest that there is a lack of research on program evaluation because most social scientists are unfamiliar with interdisciplinary research and teaching, are unaccustomed to being evaluated for non-cognitive measures such as teaching effectiveness, and are unable to devise models or theories of interdisciplinarity in research or teaching. Educators will improve their ability to make quality curricular and program assessments in interdisciplinary areas if they devise a rationale for program evaluation, devise a model which emphasizes the evaluation process, make decisions in advance regarding the potential impact of the evaluation on students and faculty, identify data sources, assess affective and behavioral domains in addition to cognitive, employ a variety of measures for gathering evaluative data, compare programs to be evaluated with similar processes and products which have been evaluated by other methods, analyze data by quantitative as well as qualitative methods, and disseminate results so that other social scientists will have some program evaluation guidelines. (DB)

ED 178 429 SO 012 092

Akenson, James E.

A Mills Based Model for Preparation of Social Studies Teachers: An Alternative to CBTE Fragmentation.

Tennessee Technological Univ., Cookeville.

Pub Date-24 Nov 78
Note-53p.; Paper presented at National Council for the Social Studies (Houston, TX, November 24, 1978)
Pub Type- Reports - Descriptive (141) [illegible]ches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Comparative Analysis, Instructional Design, Methods Courses, Performance Based Teacher Education, *Relevance (Education), Social Structure, *Social Studies, Student Interests, Teacher Education, Teacher Education Curriculum, *Teaching Models
Identifiers-Mills (C Wright)

This paper suggests a model for the preparation of social studies teachers based on the writings of sociologist C. Wright Mills. In 1961 Mills stated that the purpose of social inquiry should be to help people understand the connection of their personal lives to the social structure, the institutional arrangements of society. Based on this statement, the author's model emphasizes the concept that every aspect of a social studies program should demonstrate to students how their lives relate to society. This Mills-based model (MBM) is described as preferable to the popular competency-based teacher education (CBTE) approach. The bulk of the paper critiques common CBTE components and describes a methods course which implements the MBM. One particularly successful element of the MBM course explores the public relations and corporate structure of McDonalds, the hamburger empire, in a way which can be relevant to teachers and children alike. (AV)

ED 178 430 SO 012 094

Dworkin, Rosalind J.

Differential Processes in Acculturation: The Case of Asiatic Indians in the United States.

Houston Univ., Tex.

Pub Date-31 Aug 79

Note-35p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, August 27-31, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Acculturation, Cultural Background, Cultural Factors, *Cultural Traits, Employment, Ethnic Groups, *Females, *Indians, *Males, Sex Differences, *Social Influences

The study shows that acculturation is a process which varies not only from ethnic group to ethnic group, but also within an ethnic group. One

hundred and thirty six Asian Indians, ranging from 15 to 64 years of age, living in Houston, Texas, comprise the sample. The six cultural traits selected as representative of intrinsic and extrinsic Indian traits which must be modified during the acculturation process are religion, dress, marriage type (arranged or love), the use of tobacco, the consumption of alcohol, and the eating of beef. The male pattern reveals that the first cultural trait westernized is that of dress, followed by attitude toward marriage type and change in dietary habit. The traits which tend to acculturate much later are consumption of alcohol, use of tobacco, and the ultimate step, religion. The female pattern indicates that attitude toward marriage type, eating of beef, and dress are the first three traits to change. It appears that dress is more intrinsic in women than men; it represents their place in the life cycle and their modesty, morality, and religion. The use of tobacco, an extreme for Asian Indian women, rates last on the scale. Subsequent tests reveal that both gender and employment shape the patterns of acculturation and that pressures emanate from both the host and ethnic cultures. Also, acculturation patterns are affected by their intrinsic nature, visibility, and resource availability in the host culture. (KC)

ED 178 431 SO 012 095

Hartoonian, H. Michael

Ethics and Education: Toward an Epistemology for Quality.

Pub Date-2 Nov 79

Note-20p.; Paper prepared for the Biological Sciences Curriculum Study Symposium (Boulder, CO, November 2, 1979)

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies, Communication (Thought Transfer), Curriculum Development, Educational Needs, *Educational Quality, *Educational Theories, Elementary Secondary Education, *Ethical Instruction, *Ethics, *Language Role, *Thought Processes

The paper examines the role of ethics in the pursuit of educational quality. The nature of ethics, creation of knowledge, language, and the concept of quality are discussed. These ideas are blended into a new epistemology (theory of knowledge) which allows students to probe philosophical questions as part of the educational process. Ethics are discussed in terms of relationships among people, modes of conduct within a profession, and the moral principles of the cultural heritage of a society, community, or civilization. The examination of knowledge stresses that facts as well as theories are a creation of the mind and as such knowledge must always be seen as tentative. The author notes that language shapes the ethical framework of our communities and that linguistic models form our sense of reality. Language is an instrument we use to classify or dissect environments. He concludes that one must make explicit the ethical implications of the language we use, the institutions we build, and our interactions with man and nature. The discussion of quality centers around the levels of technique and artistry. The final section discusses curricular implications for a synthesis of ethics and education. Basic studies would include aesthetics, logic, and philosophic or reflective thinking processes which would be developed throughout the K-12 sequence. The studies would draw substance from all academic disciplines and would involve both in-school and community activities. (Author/KC)

ED 178 432 SO 012 096

Hartoonian, H. Michael

Reasoning as a Metaphor for Skill Development in the Social Studies Curriculum.

Pub Date- 79
Note-31p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Abstract Reasoning, *Basic Skills, Cognitive Processes, *Critical Thinking, Curriculum Development, Decision Making Skills, Deductive Methods, Elementary Secondary Education, Inductive Methods, *Learning Processes, *Skill Development, Social Studies

The paper suggests ways to coordinate basic social studies skills to achieve the goal of developing reasoning ability in elementary and secondary students. The first three sections present a rationale for teaching the reasoning process in the social studies curriculum. The author stresses that in order to be an effective thinker, one should be aware of the nature and structure of inductive and deductive conclusions. The next section categorizes skills according to three levels. The lowest level, facilitating skills, includes observation, classification, seriation, and spatial relationships. The second level, processes, comprises inferring, predicting, measuring, and formulating and testing hypotheses and models. The third level, operations, includes search, group participation, communication, quantitative interpretation, and social judgment. Together, the three levels are interrelated and move toward the refinement of reasoning abilities. The author then examines in detail the facilitating skill of classification. Classification is noted as the skill which forms the foundation upon which language use and development is built. Types of classification are disjunctive (either/or), inclusive (one set is a subset of another set), or some/all (overlapping sets). The final section discusses curriculum implications. A structure based on the development and interaction of the three skill levels is suggested. (KC)

ED 178 433 SO 012 097

Miller, Roy E. Bositis, David A.

Exper-Sim vs. Setups: An Experiment-Based Comparative Evaluation Using Causal Modeling Techniques.

Pub Date-77

Note-28p.; Paper prepared for delivery at Annual Meeting of the American Political Science Association (Washington, D.C., September 1-4, 1977)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *Comparative Analysis, *Computer Assisted Instruction, Course Evaluation, Data Analysis, Educational Objectives, Graduate Students, Higher Education, Models, *Political Science, Research Methodology, Simulation, Statistical Analysis, Student Attitudes, Student Motivation, *Teaching Methods

Two approaches for teaching empirical research methods to graduate students in political science courses are evaluated. Specific objectives of the evaluation, in addition to comparing relative teaching effectiveness of the two approaches, were to explore causal dynamics between the teaching environment, user satisfaction, and learning performance. The first approach, EXPER-SIM (Experiment Simulation), is a computer program which transmits simulation models into fortran subroutines and generates data according to a selected model. The second approach, SETUPS, (Supplementary Empirical Teaching Units in Political Science), includes instructional packages covering various aspects of political science. A SETUP typically contains an introduction to theory and literature, data analysis exercises, codebook and data sets, and directions for use in conjunction with statistical software packages. Evaluation of the approaches took place during a one-semester course in which students were randomly assigned to either EXPER-SIM or SETUPS groups. Students in both groups investigated the same analytic problems. Findings from statistical analysis of pre-and posttest scores and from general course ratings by students indicated that the EXPER-SIM students showed greater gains in analytical reasoning ability, positive perceptions of computer utility, ease of computer use, and substantive learning performance. The conclusion is that EXPER-SIM is more effective than SETUPS as a strategy to teach methods of empirical research. (DB)

ED 178 434 SO 012 098

Ogden, Celia

Adolescent Fertility: Selected, Annotated Resources for the International Community.

Population Inst., Washington, D.C.

Pub Date-Nov 78

Note-64p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adolescents, *Birth Rate, *Comparative Education, Contraception, Developed Nations, Developing Nations, Family Planning, Instructional Media, Parenthood Education, Parents, *Pregnancy, Secondary Education, *Sex Education, Sexuality, Teacher Education

Identifiers-Africa, Asia, Caribbean, Europe, Latin America, North America, Oceania

This bibliography on adolescent fertility contains over 300 annotations of articles, audiovisual materials, books, charts, comic books, games, journals, papers, pamphlets, and packets. With a few exceptions entries were published from 1974 through 1978; they are categorized according to geographic section: World, Africa, Asia, Europe, Latin America and the Caribbean, Oceania, and Northern America. Each section is sub-divided into categories such as demographics; sexuality education; adolescents and contraception; adolescent pregnancy and parenthood; materials written for educators, parents, or adolescents; and education and service programs for adolescents. An international list of contact addresses is included. (KC)

Selected Bibliography of Arab Educational Materials Vol. 2, No. 1, 1977.

Al-Ahram Center for Scientific Translations, Cairo (Egypt).. Documentation Centre for Education, Cairo (Egypt).
Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No.-TT-77-59246/1
Pub Date-79
Note-183p.; Not available in paper copy from EDRS due to poor reproducibility of original document; For a related document, see ED 159 127
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Arabs, Art Education, *Comparative Education, Curriculum Development, *Developing Nations, Early Childhood Education, Educational Needs, Educational Objectives, Educational Practice, Elementary Secondary Education, Higher Education, Illiteracy, Language Instruction, Mathematics Education, *Non Western Civilization, Special Education, Teaching Methods, Vocational Education, Womens Education

A total of 176 English language notations of books, articles, and government publications about education in 11 Arab countries are contained in this bibliography. Drawing from materials published in 1977, the bibliography examines education for all age groups and ability levels in Egypt, Bahrain, Iraq, Jordan, Kuwait, Oman, Qatar, Saudi Arabia, Sudan, Syria, and Yemen. The material is presented under 62 headings, including aims of studying in Arab countries, art education, curriculum development, education and economic development, educational experimentation, illiteracy, mathematics, guidance and counseling, rural education, teacher training, and women. Lists of items by country, authors, and sources conclude the document. (KC)

ED 178 436 SO 012 100

Hanson, Lola P; Hanson, Kim

Urban Planning and Cognitive Mapping: An Elementary School Program in Urban Ecology.

Virginia Univ., Charlottesville.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-78
Note-150p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Business, City Planning, City Problems, Concept Teaching, Consumer Economics, Dramatic Play, Economic Factors, Educational Strategies, Elementary Education, Group Activities, Health, Human Geography, Learning Activities, Productivity, *Social Studies Units, Transportation, Unit Plan, *Urban Environment, *Urban Studies

This teacher's guide describes a program about urban ecology which can be used with children from kindergarten through grade six. The program comprises five units which explore concepts and practical issues of consumption in the home, health and well-being, commercial enterprise, transportation and networks, and production. Each unit's content is discovered and learned through four types of activity: class discussion led by the teacher, research (i.e., library work or surveys of family members), map-making, and dramatic play. The guide suggests how to schedule each unit's four types of activity according to the educational level and background characteristics of individual classes. Basic materials used throughout the program are wooden building blocks and six-inch high human figurines. These materials are used by the students as tools for cognitively mapping the classroom floor space into a miniature urban model during periods of dramatic play. The model becomes more complex and refined as students progress through the units and realize the need for things such as zoning restrictions, taxes, and subsidies. Interspersed throughout the guide are sample worksheets and newsletters. (AV)

ED 178 437 SO 012 101

Robinson, Paul

The Status of the Secondary Social Studies Methods Course in Arkansas.

Pub Date-8 Nov 79

Note-14p.; Paper presented at Annual Convention of the Mid-South Educational Research Association (8th, Little Rock, AR, November 8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, Course Content, Educational Problems, Higher Education, Intercommunication, *Methods Courses, *Social Studies, State Surveys, Teacher Education, *Teacher Education Curriculum, Teaching Methods, Textbooks, Trend Analysis

Identifiers-*Arkansas

Results of a survey are presented concerning the status of social studies methods courses at undergraduate institutions in Arkansas. There are 16 colleges which provide teaching certificates at the secondary level in Arkansas; all include the social studies as one of their certification areas. All 16 responded to the author's questionnaire. It was found that 11 of the 16 institutions offer an undergraduate secondary social studies methods course. A variety of textbooks is used, as well as materials from social studies projects, simulations and games, case studies, and audiovisual materials. Approximately 70% of the courses make use of materials from the National Council for the Social Studies, and two-thirds of the courses incorporate materials from the Arkansas Council for the Social Studies. An estimated 60% of the students in programs leading toward initial certification in the social studies are supervised in practice teaching by the same person who taught them social studies methods. Course syllabi reveal striking differences in the way the methods courses are organized. The conclusion is that there is a need for communication among social studies methods instructors in Arkansas. Information should be shared on the merits of different textbooks, ways to integrate field-based components into the regular courses, and the need to develop competency-based courses. (AV)

ED 178 438 SO 012 102

Westoff, Leslie Aldridge, Ed.
Women In Search of Equality. Focus 8.
Educational Testing Service, Princeton, N.J.
Pub Date-79
Note-23p.
Available from-Information Division Educational Testing Service, Princeton, NJ 08541 (free, while supply lasts)
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Science Research, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Fear of Success, *Females, Higher Education, Job Skills, Nondiscriminatory Education, *Self Concept, Sex Discrimination, *Sex Role, Sex Stereotypes, *Social Development, Social Science Research

This pamphlet identifies fallacies of sex stereotyping and discrimination against females, and reviews recent research on sex-role development conducted by Educational Testing Service (ETS) in New Jersey. Throughout history women have been regarded as physically and intellectually inferior to men. Beginning in the 1960s national efforts have been made to demand equal opportunity for women in education, at work, and in the professions. Among these are supporters of the Equal Rights Amendment and members of the National Coalition of Organizations for Women and Girls in Education. Research at ETS shows that stereotyped sex-role development begins at birth. Infants are treated differently by parents according to their sex, and common toys for boys and girls suggest sex-role differences. In school these differences are reinforced when boys are assigned most leadership roles and classes are separated on the basis of sex for certain activities. The myth that women do not have an aptitude for math has been disproved when certain teaching and counseling techniques are used to promote students' positive attitudes about their capabilities. ETS is developing several new projects to help women identify their skills, especially those acquired through homemaking, and translate them into marketable job skills. (AV)

ED 178 439 SO 012 103

Sengstock, Mary C.

Traditional Versus Zero-Base Morality as a Basis for Law.

Pub Date-Aug 79
Note-24p.; Paper presented to the American Sociological Association (Boston, MA, August 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Changing Attitudes, Cultural Pluralism, *Laws, Moral Issues, *Moral Values, *Philosophy, *Political Issues, *Public Opinion, Social Change, Surveys, Theories

The paper examines the controversy over an appropriate philosophical basis for law and assesses attitudes about decriminalization of various behaviors based upon conviction about the function and objectives of the legal system. On one side of the controversy, proponents with a traditional view maintain that there is a strong connection between law and morality; for example, the view is expressed in the Declaration of Independence. Proponents of the second view, sometimes called zero-based morality, believe that law should be based on a limited contract between society and government. To assess the strength of popular support for a zero-base morality, researchers analyzed responses from surveys undertaken by the National Opinion Research Center from 1972-1977 regarding decriminalization of marijuana and abortion, pornography for adults, and support for the rights of homosexuals to teach college. It was hypothesized that support for zero-base morality regarding these behaviors would be stronger among groups who do not share Anglo-Protestant traditions, and that support for decriminalization of various behaviors would be highly intercorrelated. Analysis of data indicated that there is considerable intercorrelation of decriminalization of these behaviors but that, contrary to expectations, this support tends to come from powerful, wealthy, educated, and high status occupation groups in society. The conclusion is that there is considerable support for decriminalization of the behaviors analyzed and that this support comes mainly from individuals espousing zero-base morality as a basis for the legal system. (DB)

ED 178 440 SO 012 104

Thomas, John W.

Varieties of Cognitive Skills: Taxonomies and Models of the Intellect.

Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-Aug 72
Note-67p.; Not available from EDRS in paper copy due to small print type of much of the original document
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($3.00)
Pub Type- Information Analyses (070) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cognitive Processes, *Curriculum Development, Elementary Secondary Education, Evaluation, *Intellectual Development, Learning Theories, Material Development, Models, Science Instruction, *Skills, Social Studies, Taxonomy
Identifiers-Bloom (Benjamin S), Dewey (John), Gagne (Robert M), Guilford (J P)

A model for the development of elementary and secondary instructional materials covering the broad range of intellectual skills is presented. The document is a result of a search to identify and evaluate existing instructional materials, classification schemes, models, hierarchies, and taxonomies of cognition. It is presented in four sections. Section I examines models of cognitive processes such as Bloom's Taxonomy of the Cognitive Domain, Dewey's Stages in Problem Solving, Gagne's Conditions of Learning, and Guilford's Structure of the Intellect Model. No single model was found to be ideally suited to the curriculum developer. Section II focuses on 36 sources of curriculum theory organized to literature dealing with general cognitive processes; early childhood, science, and social studies instruction; and specialized skills. The third section presents a taxonomy of cognitive skills. Sixty-three skill-based instructional materials are sorted into the components of the Higher-Order Cognitive Skills Taxonomy. The materials are further divided into three levels: preschool to second grade, third and fourth grade, and fifth grade and beyond. The final section provides bibliographical citations for documents referred to in the report. (Author/KC)

ED 178 441 SO 012 105

Sanders, Nicholas M. Wallace, Joan D.

Teacher and Parent Opinion Concerning Moral/Ethical Education in the Public Schools: A Report of an Institute for Survey Research Study. Technical Report No. 2.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-75
Note-28p.
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($1.75)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Planning, Educational Objectives, *Ethical Instruction, Humanistic Education, Junior High Schools, *Moral Values, *Parent Attitudes, Relevance (Education), *School Role, Secondary Education, Self Actualization, Socialization, *Teacher Attitudes

The report summarizes a study to determine societal perceptions of the role of the public schools in providing moral/ethical education (M/E). Group discussions were tape recorded of both junior high school teachers and parents of junior high school students in Philadelphia, Memphis, Minneapolis, and Los Angeles. Results indicated that both groups believe that the public schools unavoidably play a role in M/E instruction since teachers (whether or not they seek it) are seen by students as role models. Emphasis was placed on specialized training for M/E teachers and a general familiarity with M/E programs for all teachers. Most agreed that present efforts in M/E instruction are inadequate. Concerning the content of M/E programs, participants generally believed that consideration for others should be taught and that socialization for participation in society should be a major objective. There was general agreement that self-actualization should be an outcome of moral/ethical programs and that the content should be relevant to student concerns. The most significant conclusion is that consensus was found on a wide number of M/E issues among the groups. The group moderator's guide and a summary of teacher and parent opinions on individual questions are provided. (Author/KC)

ED 178 442 SO 012 107

McDowell, Sophia F.

Sociologists in the Federal Government.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date-Aug 79

Note-16p.; Prepared for Presentation at the Annual Meeting of the American Sociological Association (Boston, MA, August 1979); Not available from EDRS in paper copy due to light print type of original document

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bureaucracy, Degrees (Titles), *Employment Opportunities, Employment Patterns, Employment Projections, *Federal Government, Government Employees, Higher Education, *Professional Occupations, *Sociology

Employment trends for sociologists in federal service are examined for the period 1975 to 1985. Bureau of Labor statistics indicate that the number of persons seeking employment as sociologists in both government and private positions in the 1980s is likely to greatly exceed available job openings. Figures show that for an average of 800 sociology positions becoming available each year, there are approximately 800 new Ph.D.s, 2,000 M.A.s, and 27,000 B.A.s. The total number of declared sociologists employed in the Federal Civil Service as of March 31, 1979 was 91 although surveys by the National Science Foundation indicate that approximately 1,500 people who hold Civil Service positions could actually be classified as sociologists, even though they are not listed as such in federal personnel files. The number of sociologists employed in Civil Service represents a gradual increase since 1966 due, in large part, to efforts by the American Sociological Association to establish professional acceptability of sociologists. Individuals interested in seeking federal employment as sociologists are encouraged to visit federal employment centers and to pursue informal contact with sociologists who are familiar with federal employment opportunities. (DB)

ED 178 443 SO 012 109

Hepburn, Mary A.

What Do Students Know about Politics? Initial Report on a Three-Year Study of Student Political Knowledge.

Pub Date-79

Note-26p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, DC, August 30-September 3, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Citizenship, Civics, *Educational Assessment, Educational Needs, *Educational Objectives, Elementary Secondary Education, *Knowledge Level, Measurement Instruments, Political Socialization, *Politics, *Social Studies, Student Attitudes, Teacher Education

Effects of participation by 904 elementary and secondary school social studies students in a political education project are discussed. Objectives of the project, entitled Improving Citizenship Education (ICE), are to assess student political knowledge (factual information, generalizations, principles, thinking and participatory skills), before participation in the project and to collect data for a three-year study of political knowledge at grades three, eight, and twelve. The sample consisted of students in elementary and secondary school social studies classes involved in ICE and from classes in matched non-project schools. Measurement instruments were developed to assess student knowledge of national, state, and local government; democratic principles; politics; law; individual rights; and global affairs. Findings indicated that knowledge of politics for students in experimental and control classes was comparable. Recommendations include that educators should: make efforts to include citizenship education as a planned and systematic part of the K-12 social studies program, improve teacher education, mobilize support of the administration, and use school and community political education resources. Tables and references conclude the document. (DB)

ED 178 444 SO 012 111

Johnston, Denis F.
Social Indicators and Social Forecasting.
Pub Date-79
Note-13p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, August 27-31, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Futures (of Society), Measurement Instruments, Policy Formation, *Prediction, Research Utilization, *Social Indicators, Social Influences, Statistical Analysis

The paper identifies major types of social indicators and explains how they can be used in social forecasting. Social indicators are defined as statistical measures relating to major areas of social concern and/or individual well being. Examples of social indicators are projections, forecasts, outlook statements, time series statistics, and extrapolations related to topics such as population, housing, social security, income, education, and health. The paper is presented in three major sections. Section I reviews literary treatments of the nature and purpose of social indicators. Major purposes include public information, projections of complex phenomena, policy formation, program planning, and program evaluation. Section II presents a directory of textbooks and government publications upon which section I was based. In section III, examples are presented of how forecasts regarding life style and equality for minorities and women can be projected on the basis of social indicators including education, employment, unemployment, income, housing, and welfare. (DB)

ED 178 445 SO 012 112

Thomas, John W.
Inventive Problem Solving and Future Studies: A Review and Synthesis.
Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-Dec 77
Note-53p.
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($3.50)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Concept Formation, Content Analysis, Curriculum Development, Educational Needs, *Educational Objectives, Elementary Secondary Education, *Futures (of Society), *Problem Solving, *Process Education, Skill Development, Student Attitudes, *Teaching Methods

The report presents a synthesis of approximately 85 books, journal articles, and research studies published between 1959 and 1977 on future studies, process education, and inventive problem solving. Future studies are defined as studies which require students to learn about the future and to anticipate change. Process education is defined as an instructional approach that focuses on teaching skills rather than content. Inventive problem solving is defined as a method involving definition of a problem, formulation of a hypothetical solution, and testing of the hypothesis until evidence warrants its acceptance. The document is presented in four sections. Section I offers background information on a future studies curriculum development project (Making Changes) initiated by Research for Better Schools in 1970. Section II reviews literature on problem solving, process education, and implications of instructional techniques for curriculum development. Section III synthesizes future studies literature. Topics include research on the future and on future studies and goals of future studies courses. The final section outlines objectives for the Making Changes program and presents a classification scheme of cognitive and affective objectives for courses in futures studies based on a problem-solving approach. (DB)

ED 178 446 SO 012 113

Shaver, James P.

The NSF Studies of Status of Pre-Collegiate Education: Implications for Social Studies Professors and Curriculum Developers.

Pub Date-20 Nov 79

Note-24p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Portland, OR, November 20, 1979); For a related document, see SO 012 084

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Teachers, *Curriculum Development, *Educational Needs, Educational Practice, Educational Problems, Elementary Secondary Education, *Public School Teachers, Relevance (Education), *Social Studies, *Teacher Attitudes, Teacher Education

The necessity for social studies professors and curriculum developers to recognize the reality of teacher attitudes and classroom situations is discussed. The author contends that teachers are not very reflective about what they teach and about the effect of their teaching on students. This lack of introspection can be traced to teacher education programs. Part of the problem is that teachers are trained to be teachers prior to their gaining experience as teachers. A suggestion is to spend less time in preservice education by preparing would-be teachers for the minimal requirements of lesson planning and classroom management. The emphasis on teaching techniques, curriculum methods, and philosophy would be reserved for inservice teachers. Other conflicts between (1) social studies teachers and (2) professors and curriculum developers are a result of the focus of both groups. Social studies professors and developers tend to focus on conceptual structures which will excite, interest, and develop independent thinking. Teachers focus on how to control and manage students. Also, conflict results from the democratic mandate for both stability and progress. Social studies teachers, members of a community in which values of conformity dominate, gravitate toward stability, while university professors advocate teaching controversial issues. It is important to pay attention to the social system in which the teacher operates and the reality of the setting in which teaching occurs. (Author/KC)

School-Based Curriculum Development.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Pub Date-79
Note-277p.
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, DC 20006 ($12.00)
Pub Type- Reports - Descriptive (141) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Comparative Education, *Curriculum Development, Educational Administration, Educational Finance, *Educational Innovation, Elementary Secondary Education, Power Structure, *School District Autonomy, *School Role, State School District Relationship
Identifiers-Austria, England, France, Germany, Italy, Switzerland, Wales

The report presents a rationale for School Based Curriculum Development (SBCD). SBCD is defined as any school initiated process which brings about a redistribution of power, responsibility, and control between central and local educational authorities. The result would be that the schools would acquire legal and administrative autonomy and professional authority enabling them to manage their own development. The document is comprised of four parts. Part I argues for basing educational innovation in the schools and draws on a number of sources ranging from theoretical models to classroom experiences. In Part II, case studies from various countries illustrate the complexity of the issue of school-based educational innovation. Countries examined are Italy, England, Wales, France, Switzerland, Austria, and Germany. Part III explores funding and administration and provides a cross-analysis of case studies described in Part II. Part IV identifies common factors and determines prerequisites that will ensure that a policy of school-based educational innovation is successfully implemented. (Author/KC)

ED 178 448 SO 012 116

Fenton, Edwin

The Relationship of Citizenship Education to Values Education. Occasional Paper No. 2.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 77
Contract-400-76-0043
Note-37p.
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($2.00)
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Citizenship, Cognitive Development, *Curriculum Planning, Democratic Values, Educational Alternatives, *Educational Objectives, Elementary Secondary Education, *Interpersonal Competence, Moral Development, *Skill Development, *Values

The paper, presented in four sections, draws a distinction between citizenship education and values education. Section I defines the six major goals of citizenship education: the development of participatory skills and of intellectual skills; growth in knowledge of facts, concepts, and generalizations; personal development; development of dramatic values; and citizenship action both in and outside of school. Section II describes four programs of values education which relate to citizenship goals: values analysis, values clarification, cognitive moral development, and the organization of alternative educational programs. Section III discusses the values programs in relation to the citizenship goals. The author concludes that while each of the programs contribute to some of the goals, the most effective programs of citizenship action are not part of the four major programs discussed. The final section outlines the elements of a comprehensive citizenship education program: it should extend over many years of schooling and well beyond the social studies courses; it must change the hidden curriculum as well as the overt curriculum; it must include an intensive, long-term teacher preparation program; new curricular materials, particularly in social studies and English must be acquired; and the comprehensive program must be carefully evaluated. (Author/KC)

ED 178 449 SO 012 117

Rookey, T. Jerome Valdes, Alice L.

A Study of Individually Prescribed Instruction and the Affective Domain.

Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-Oct 72
Note-31p.; Not available from EDRS in paper copy due to broken and worn print type of original document
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($1.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Affective Behavior, Creativity, Elementary Education, Humanistic Education, *Individualized Instruction, *Parent Attitudes, Self Concept, Self Expression, *Student Attitudes, Student Teacher Relationship, *Teacher Attitudes

Results of a study to determine the effect of individually prescribed instruction (IPI) on the affective domain of elementary students are described. IPI is designed to maximize the school experience for each child by minimizing the instance of failure and giving the child control of the learning situation. Pupils, parents, and teachers from 18 elementary schools comprised the sample, totaling over 6,000 cases. Tests were administered to teachers and students in both control and experimental groups in grades three through six. In addition, parents of fourth and fifth grade pupils completed an opinionaire. Results relating to teacher attitudes indicated that IPI and control teachers do not have a significantly different perception of their teaching roles, their students, or the teacher-student relationship. Both groups reported highly positive attitudes in all three areas. However, the IPI teachers had a more positive perception of the teacher aide's role than the control teachers. Parents perceived IPI students as more highly motivated, self directed, and independent than non-IPI students. Middle level students (4th, 5th, 6th grades) had significantly higher scores on creative tendency, self-concept, and attitude toward school. For third grade students no significant difference existed on creative tendency. Control pupils had a higher attitude toward school while IPI students had a higher self-concept. The conclusion was that the effects of IPI are not felt at the lower grade level as much as the upper. (KC)

Presseisen, Barbara Z.

Individualizing the Social Studies: An Application of Piaget's Theory.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date-Feb 73

Note-26p.; Reprinted from Proceedings of the Annual UAP Conference on Piagetian Theory and the Helping Professions (3rd, University of Southern California and Childrens Hospital of Los Angeles, 1973)

Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($1.50)

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Development, *Curriculum Development, *Developmental Stages, Elementary Secondary Education, Humanistic Education, *Individualized Instruction, Intellectual Development, *Interdisciplinary Approach, Learning Theories, Self Actualization, *Social Studies, Thematic Approach

Identifiers-Piaget (Jean)

Written in 1973, the document describes the application of Jean Piaget's pedagogical principles to an elementary and secondary social studies curriculum: Social Encounter and Research Curriculum for Humanization (SEARCH). In Part I, it is stressed that SEARCH is the first innovative curricular program that strives to teach the major concepts of social studies at the same time it seeks to structure these concepts into an individualized instructional design based on Piaget. Part II discusses Piaget's pedagogical principles. For Piaget, the role of action lies at the base of a child's development. Also, he maintains that intellectual development follows a fixed and regular sequence. The particular chronological stage of a child determines how he can react to a given experience. Part III describes the premises of SEARCH. Four levels comprise the total program. Level A (ages 5-7) covers the cognitive operation of pre-operational thought. Level B (ages 8-11) is characterized by concrete operations. Level C (ages 12-14) focuses on early formal operations, and Level D (15-18) on formal operations. Content is organized around five psycho-social functions: self-realizing, governing, producing and consuming goods and services, utilizing environments, and generating and interpreting. Each stage contains ten units; each unit contains several activities built around the unit theme. In all units, multimedia materials are the chief means by which instruction takes place. (KC)

Proceedings of Citizen Education Conference (Harrisburg, Pennsylvania, February 14, 1978).

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-OB-NIE-78-0207
Note-55p.; For related documents, see SO 012 120-121
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($3.25)
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, Citizen Participation, *Citizenship, Educational Assessment, Educational Needs, *Educational Objectives, *Educational Practice, Elementary Secondary Education, Political Socialization, Program Development, School Community Cooperation,

*Social Studies

The conference provided a forum where educators, members of public service organizations, and legislators could explore the need for and commitment to citizen education, set citizen education objectives, and generate ideas for creating a citizen education effort. Conference participants explored two major aspects of citizenship education knowledge, skills, and attitudes conducive to citizen participation; and governance skills and opportunities such as discipline and decision making which are part of children's lives in the school, home, and community. Topics discussed include skills, political concepts, and attitudes which can help prepare students for changing world conditions; the need for school/community cooperation; gaps in student knowledge about political affairs; cognitive and affective objectives of citizenship education; curriculum development; characteristics of an ideal citizenship education program; citizen competence; and using students' everyday political experiences to help them understand the adult political world. (DB)

ED 178 452 SO 012 120

Proceedings of Citizen Education Conference (Princeton, New Jersey, April 20, 1978).

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-OB-NIE-78-0207

Note-53p.; For related documents, see SO 012 119-121

Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($3.25)

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Education, Child Development, Citizen Participation, *Citizenship, Educational Needs, Educational Objectives, Educational Planning, Educational Practice, *Educational Responsibility, Elementary Secondary Education, *Futures (of Society), Global Approach, Political Socialization, Program Development, School Community Cooperation, *Social Change, *Social Studies, Values

Identifiers-New Jersey

The conference provided a forum where educators, members of public service organizations, members of the citizen education component of Research for Better Schools (RBS), representatives from industry and community groups, and representatives of the New Jersey Citizen Education Planning Committee could explore citizenship education in light of the conference theme, Toward the 21st Century.'' Topics discussed in the four main speeches and small group sessions included the accelerated rate and scope of social change, global interdependence, democratic values, decision making, curriculum development in futures education and global education, specific needs of citizenship education programs in New Jersey, cultural differences, goals for citizen education, involvement by RBS in citizenship education, and development of children's belief systems. In the closing remarks and commentary on the conference, a Senior Research Fellow in the citizen education component at RBS emphasized that the various interest groups involved in citizenship education can agree on major objectives if they learn to communicate with each other. The speaker concluded by emphasizing that citizenship education groups such as RBS should stimulate discussion about citizen education at state and local levels and should work toward developing and implementing citizen education models in the state of New Jersey. (DB)

ED 178 453 SO 012 121

Proceedings of Citizen Education Conference (Newark, Delaware, January 11, 1979).

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-OB-NIE-78-0207
Note-59p.; For related documents, see SO 012 119-120
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($3.25)
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, Citizen Participation, *Citizenship, Citizenship Responsibility, Democratic Values, Educational Needs, Educational Objectives, *Educational Responsibility, Elementary Secondary Education, *Global Approach, Performance Based Education, Program Development, Skill Development, Social Change, *Social Studies, Values

The conference provided a forum where educators, education officers from the state of Delaware, citizen education groups, representatives of public service organizations, and members of the citizen education component of Research for Better Schools (RBS) could exchange ideas related to the conference theme, Developing Competent Citizens in a Global Society.'' The conference was organized around four questions: 1) What values should shape our conceptions of responsible citizenship? 2) How can citizen education foster greater participation by citizens? 3) What strategies are most useful in encouraging civic participation? and 4) How do we educate citizens to live and participate in a global setting? Topics discussed in the five major speeches and small discussion groups included the relationship of citizenship education to traditional civics courses, current trends in citizenship education, school/community cooperation, strengths and weaknesses of citizenship education programs, citizenship competencies, and the growing globalizations for emphasizing a global dimension to citizenship education included relating local community events to the global scene, emphasizing similarities in human experiences, and encouraging teachers to increase their commitment to global education. (DB)

ED 178 454 SO 012 122

DeMunbrun, Karen

Just-Us Is You! (Teacher's Manual).

Constitutional Rights Foundation, Los Angeles, Calif.
Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Aug 79
Grant-79-JN-AX-0015
Note-33p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Citizenship, *Civics, *Consumer Education, Journalism Education, *Justice, *Legal Education, Peer Teaching, Political Science, *School Newspapers, Secondary Education, Social Studies, *Student Projects

The purposes of this teaching manual are to provide teachers with writing assignments related to the justice system and to generate newspaper materials for JUST-US. JUST-US is a newspaper written by and for students studying the justice system in the United States. Eight issues are published during the school year and distributed to law-related education classes in 13 states. The manual contains teaching strategies, 14 student assignments, and student guidelines for submitting articles to JUST-US. Student assignments include writing feature articles, fiction, news stories, editorials, conducting interviews, survey and opinion polls, and writing articles for a consumer law column. Students are also assigned to teach a law-related topic. The assignment includes listing objectives, materials used, teaching strategy, evaluation methods, and follow-up activities. Case studies, a Dear Abby'' column, photography, and cartooning are also included. Each assignment presents the purpose, specific instructions for students, and provides a framework in which to carry out the assignment. (KC)

ED 178 455 SO 012 124

Task Force on the Education, Training and Development of Professional Artists and Arts Educators.

National Council on the Arts (NFAH), Washington, D.C.; National Endowment for the Arts, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Note-98p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Art Education, *Artists, Career Development, Career Education, *Educational Assessment, Educational Finance, *Educational Objectives, Educational Practice, Elementary Secondary Education, Federal Aid, Professional Development, Teacher Characteristics, Teacher Education

Various aspects of artists' and art teachers' education are explored in the report. Emphasis is placed on quality, diversity, financing, training, and professional development. The document is presented in four parts. Part I introduces the report and summarizes task force recommendations for improving arts education, including that task force officers continue to overview arts education, be responsible for program development, and serve as liaison between governmental and private agencies. Part II appraises education, training, and development of professional artists in areas such as career counseling, financial aid, and program development. Part III focuses on arts educators. Topics include elementary and secondary school art teacher background and characteristics, college art programs, arts institutions and organizations, curriculum, and research. The final part presents conclusions including that artists and art educators must strive for quality in all types of training, development, and professional activities. The report concludes with appendices relating federal involvement in the arts and a schedule of task force activities. (DB)

ED 178 456 SO 012 131

Cognitive-Decision Theorists' Approach to Moral/Citizenship Education.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-OB-NIE-78-0207
Note-96p.; For related documents, see SO 012 132-134; Paper presented at Moral/Citizenship Education Conference (Philadelphia, PA, June 4-6, 1976)
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($6.50)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Abstract Reasoning, *Citizenship, *Cognitive Processes, Educational Philosophy, Educational Practice, *Educational Theories, Elementary Secondary Education, *Ethical Instruction, Moral Development, Research Needs

The document contains a paper on the cognitive-decision approach to moral/citizenship education and three critiques of the paper. The major paper characterizes cognitive decisionists, describes strengths and weaknesses of their approach, and assesses the extent to which empirical knowledge is available for the approach. Cognitive decisionists believe that the primary goal of moral education is to teach students to make and act on rational decisions about moral issues. The major strength of the approach is its ability to distinguish between education and indoctrination. A major weakness is disagreement among theorists about the standards that apply to moral judgment. Empirical studies tend to focus on behavior without concern for underlying reasons. The author concludes that cognitive decisionists should give more attention to the development of teacher training materials and to research to identify inadequacies in moral reasoning. The first critique defends the cognitive-decision approach as legitimizing the school's claim to autonomy in moral education. The second critique suggests an approach to moral or civic education, and the final critique proposes a community-based program of moral/citizenship education rather than a new curricular offering in the schools. (Author/KC)

ED 178 457 SO 012 132

The Developmental Theorists' Approach to Moral/Citizenship Education.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-OB-NIE-78-0207
Note-134p.; For related documents, see SO 012 131-134; Paper presented at Moral/Citizenship Education Conference (Philadelphia, PA, June 4-6, 1976)
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($8.00)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Citizenship, Curriculum Development, Developmental Programs, *Developmental Psychology, *Developmental Stages, *Educational Objectives, Educational Philosophy, Educational Practice, *Educational Theories, Elementary Secondary Education, Ethical Instruction, *Moral Development, Moral Values

The document presents a paper outlining moral education as a focus for developmental education. Three critiques of the paper are also presented. Developmental theorists believe that the individual's moral judgment progresses through a series of irreversible stages. The educational objective is to assist or stimulate stage-by-stage progression of the individual's moral growth. The paper also presents an analysis of current public school developmental programs. The conclusion is that under conditions of significant role taking and a balance between experiential learning and intellectual inquiry, pupils achieve positive levels of moral, values, and psychological development. The document presents recommendations to stimulate in-class applications of developmental programs. The first critique offers recommendations for developmental moral education based on seven areas of concern. The second critique argues that developmental educators have not worked through some central tenets crucial to an effective program in citizenship education. The final critique raises the question of whether developmental theory can be subject to the same criticism that the authors propose about other theories. (Author/KC)

ED 178 458 SO 012 133

The Prosocial Theorists' Approach to Moral/Citizenship Education.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-OB-NIE-78-0207
Note-138p.; For related documents, see SO 012 131-134; Paper presented at Moral/Citizenship Education Conference (Philadelphia, PA June 4-6, 1976)
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($8.50)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Behavior Change, *Behavior Theories, *Citizenship, Educational Philosophy, Educational Practice, *Educational Theories, Elementary Secondary Education, *Ethical Instruction, Moral Development, Moral Values, Research Methodology, *Research Needs

The document contains a paper on the prosocial theorists' approach to moral/citizenship education and three critiques of the paper. Prosocial theorists focus on specific kinds of behavior which can be associated with moral theory: altruism, guilt, helping, cooperation, resistance to temptation, impulse control, and empathy. The work has been carried out principally in laboratories. The paper considers theoretical issues, methodological limitations, and the desirability of certain methodological approaches. The author summarizes past research and suggests further questions and directions. Particular areas for research include the parent-child relationship and techniques such as conditioning, modeling, reasoning, induction, and indirect instruction. Research on peer influence and peers as socializers is also suggested. The first critique raises questions concerning the emphasis on the training of moral judgments rather than behavior, the lack of knowledge concerning real world reinforcement, and the lack of data on restraints on children's helping. The second critique views the paper as providing both a practical and theoretical basis for instructional programs on moral education. The final critique comments on the paper with reference to the person variables which determine prosocial conduct, the consistency of prosocial behavior across situations, and the factors which affect the development of prosocial tendencies. (Author/KC)

ED 178 459 SO 012 134

The Values Theorists' Approach to Moral/Citizenship Education.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-OB-NIE-78-0207
Note-80p.; For related documents, see SO 012 131-133; Paper presented at Moral/Citizenship Education Conference (Philadelphia, PA, June 4-6, 1976)
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($6.00)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Citizenship, Curriculum Development, Educational Philosophy, *Educational Theories, Elementary Secondary Education, *Ethical Instruction, *Moral Development, Moral Values, Research Needs, *Values

The document contains a paper on the values theorists' approach to moral/citizenship education and three critiques of the paper. The paper discusses the common goal of values education approaches which is to help individuals lead personally satisfying lives and become constructive members of society. Values clarification, moral development, and cognitive-decision-making theories are examined as well as the traditional models of moralizing and modeling. The author proposes a synthesis of values education objectives. Further research activities are suggested, with an emphasis on furthering knowledge of each of the separate approaches and in undertaking major integrative studies which address basic issues in the field. The final section briefly examines the general community reaction to values education. The first critique takes issue with the proposed synthesis of values education theories and with the author's slighting the social context of values education. The final critique contends that the author of the main paper assesses the state of the art in values education with optimism clouded by uncritical eclecticism. (KC)

SP

ED 178 460 SP 011 349

Gage, N. L.
Four Cheers for Research on Teaching.
Pub Date- 78
Note-44p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Educational Research, *Effective Teaching, *Evaluation Methods, *Reliability, *Research Criteria, *Research Methodology, Research Problems, Student Attitudes, Teacher Behavior

This paper reviews the reliability of several efforts by educational researchers to determine variables in teacher behavior that influence student attitudes and achievement. In particular, works by Rosenshine (1971), Dunkin and Biddle (1974), and Rosenshine and Furst (1970) are examined and evaluated in terms of research criteria developed by Heath and Nielson (1974) and Glass (1976). Efforts to replicate the results of educational research are cited, and the significance of various studies are discussed. The appendices include tables illustrating the results of field studies concerning the effect of teacher indirectness on pupil achievement as well as an extensive bibliography. (LH)

ED 178 461 SP 013 016

Hamilton County Suburban Athletic Association. Constitution, Policy, and Regulations. Revised Edition.
Hamilton County Public Schools, Cincinnati, Ohio.
Pub Date-May 77
Note-67p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Athletic Programs, Athletics, Awards, Criteria, Eligibility, *Public School Systems, *Specifications, *Standards
Identifiers-*Ohio (Hamilton County)

Complete procedural outlines for the operation of the Hamilton County (Ohio) interscholastic athletic program are presented. Recommendations for dealing with such eventualities as the energy crisis and wet playing grounds are included. Criteria are set for all-star selection in various school sports, and rules for the award of special recognition to student athletes are established. (LH)

Beslin, Ralph

Selection of Teachers and Student Teachers. Bibliographies in Education. No. 64.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date-Jul 78

Note-28p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes, Admission Criteria, Beginning Teachers, Employment Interviews, Job Applicants, *Student Teachers, Teacher Attitudes, Teacher Education, *Teacher Employment, *Teacher Evaluation, Teacher Recruitment, *Teacher Selection

This bibliography lists material on the topic of job placement, retention, and educational requirements for teachers and student teachers. Sources consulted include the British Education Index (the Library Association), the Canadian Education Index (CEA), Canadian Books in Print Subject Guide (University of Toronto), the Current Index to Journals in Education (CCM), the Directory of Education Studies in Canada (CEA), Educational Administration Abstracts (Univ. Council for Ed. Admin.), Onteris (Ont. Ministry of Ed.), Resources in Education (ERIC), and the Subject Guide to Books in Print (Bowker). (Author)

ED 178 463 SP 013 036

Gillan, Robert E.

Teacher Preparation and Certification for the Middle School Grades.

Pub Date-78
Note-29p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, Cognitive Processes, Learning Processes, *Middle Schools, *Staff Improvement, *State Standards, Student Characteristics, Teacher Attitudes, *Teacher Certification, *Teacher Education

The issue of specialized teacher education and certification for the middle school grades is discussed. The general background on teacher preparation for the middle school grades is covered, and findings of studies concerning teacher education and certification for the middle school are presented. The history of the growth of the middle school is traced with the special needs of students and characteristics desirable in their teachers emphasized. The results of a state-by-state survey of middle school certification requirements are presented in tabular form. (JD)

ED 178 464 SP 013 042

Patton, William E.

A Cost Analysis Study of Ohio Redesign of Teacher Education.

Spons Agency-Ohio State Dept. of Education, Columbus.

Pub Date-Mar 78

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 1978)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cost Effectiveness, *Educational Change, *Educational Programs, *Program Costs, Student Costs, Systems Analysis, *Teacher Education

Identifiers-Kent State University OH

The five-phased plan of action developed by personnel at Kent State has delineated an overall structure of teacher education redesign. Present costs can be computed for each graduating student. Implementation of the new guidelines for teacher education based on emerging needs will change the costs of teacher preparation. The purpose of this evaluation research has been to analyze the changes in costs between the existing program and the new program outlined by the Kent State University Redesign Committee which is based on the STANDARDS FOR COLLEGES OR UNIVERSITIES PREPARING TEACHERS. (Author/LH)

ED 178 465 SP 013 119

King, David J.

National Project III. Elevating the Importance of Instruction. Final Written Report.

State Univ. of New York, Oswego. Coll. at Oswego.

Pub Date-1 Aug 77

Note-68p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Teachers, Educational Assessment, *Effective Teaching, *Faculty Evaluation, Higher Education, *Instructional Improvement, Psychology, Rating Scales

Identifiers-State Univ of New York Coll at Oswego

This document is the written component of the final report of the SUNY-Oswego portion of a national education project concerned with the improvement of instruction and the evaluation of college teachers. A videotape on faculty evaluation is also considered by the author to be an integral part of the total report. The written report is divided into five main sections: (1) a statistical examination of the results obtained from a teacher rating scale designed and implemented by the report's author; (2) a chronicle of the expansion of Oswego's faculty evaluation procedures, particularly within the psychology department; (3) discussion of a theoretical orientation scale as it applies to teaching; (4) suggested techniques to improve teaching performance; and (5) a brief treatment of the accompanying videotape presentation. The majority of the document is given over to tables, statistics, and graphs. (LH)

ED 178 466 SP 013 282

Four Case Studies from the School and Community Project. Home-School Liaison and Minority Groups.
Canberra Coll. of Advanced Education (Australia).
Pub Date-Aug 78
Note-82p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Access to Education, Case Studies (Education), Community Involvement, *Curriculum Development, *Equal Education, Foreign Countries, Migrant Child Education, *Minority Groups, Neighborhood Centers, Parent Role, Primary Education, *School Community Cooperation, *Special Counselors, *Teacher Attitudes
Identifiers-*Australia

Descriptions are given of four Australian programs intended to improve relations between primary and secondary school personnel and surrounding multiethnic communites. Presented in the form of four case studies, a variety of community-school issues are considered. In particular, the need for sensitive and well-trained counselors to serve as liaison personnel between parents and schools is emphasized. Programs examined include communication improvement techniques instituted at two primary schools, the social and economic issues involved in the operation of a school-generated community center, and the language and cultural difficulties of providing counsel leading to self-help for a Queensland aboriginal community. (LH)

ED 178 467 SP 013 323

Cartwright, Carol And Others

Early Childhood Education Program.

Pub Date-78

Note-101p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Child Development, *Early Childhood Education, *Educational Philosophy, *Educational Theories, Field Experience Programs, Learning Processes, *Preservice Education, Program Development, Student Teaching, Teacher Evaluation, *Teaching Methods

An early childhood teacher education program using developmental perspectives as an organizing framework for formulating competencies and interweaving courses and practicum experiences is described. Emphasis is placed on understanding the cognitive and behavioral development of children and their maturation patterns. Included in this document is a comprehensive explanation and analysis of the program and a booklet discussing the philosophy of a pluralistic foundation for training early childhood professionals. An outline of the practicum used in this program is appended as well as evaluation materials for student teachers. (JD)

ED 178 468 SP 013 337

Old Coyote, Elnora A. Chesarek, John Stephen

American Indian Education Option in the Elementary Teacher Training Program at Montana State University at Bozeman.

Montana State Univ., Bozeman. Dept. of Elementary Education.
Pub Date-31 Oct 78
Note-25p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indians, Cultural Pluralism, *Elementary Education, *Minority Group Teachers, Multicultural Education, *Program Development, *Teacher Education
Identifiers-Montana State University Bozeman

A description of the history and development of the University of Montana's American Indian education option in elementary teacher education is presented. Objectives and goals for the federally funded project are given, and the core personnel involved in the program are introduced. Budgeting procedures for the implementation of the option are briefly discussed. Contributions of the program to the overall field of teacher education are examined, and evaluation methods and results as well as recommendations for subsequent program development are included. (LH)

ED 178 469 SP 013 944

Kirman, J. M. Goldberg, J.

Student Teacher Telephone Conferencing with Satellite Maps as a Monitoring Device.

Spons Agency-Alberta Advanced Education and Manpower, Edmonton.
Pub Date-79
Note-38p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Faculty Advisors, Field Experience Programs, *Practicum Supervision, *Student Teaching, *Teaching Methods, *Telecommunication, *Teleconferencing, Telephone Communication Systems
Identifiers-Landsat Maps

It was hypothesized that student teachers supervised with telephone conferencing would be rated as well or better by their cooperating teachers than students supervised with personal meetings with their faculty advisor. It was also hypothesized that pupils who had been taught to read Landsat satellite maps by student teachers supervised by telephone conferencing would achieve as well as pupils taught by student teachers in personal contact with their supervisors. Resulting data appear to support these hypotheses. (JD)

ED 178 470 SP 014 079

Fire Safety Through Physical Education.

Baltimore City Public Schools, Md.
Pub Date-77
Note-31p.; Not available in hard copy due to marginal reproducibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Games, *Fire Protection, *Learning Activities, *Physical Education, *Primary Education, Safety, Teaching Methods

This teachers' guide outlines physical education activities designed to familiarize students with body movement and drill patterns essential in a fire emergency situation. Activities are presented in the form of fire-related games. Each game is organized by concept to be developed, objective, grade level, area in which to enact game, and equipment necessary. The material is intended for grades K-3. (LH)

ED 178 471 SP 014 080

Webb, Paul Moriarty, Dick

The Organizational History of the Ontario Federation of School Athletic Associations (OFSAA) 1948-1975: Statistical Methods and Model for Analyzing Conflict and Change.

Windsor Univ. (Ontario). Faculty of Physical and Health Education.
Pub Date-77
Note-23p.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Athletics, Change Agents, Changing Attitudes, Conflict, Cultural Background, Ethnic Studies, Foreign Countries, *Organizational Development, *Organizational Theories
Identifiers-Canada, *Ontario Federation of School Athletic Association

The organizational development of the Ontario Federation of School Athletic Associations (OFSAA) is given for the period from 1948 to 1975. Based on a theory of organization developed by Daniel Katz and Robert Kahn, the Federation's progress is charted through the primary, stable, and elaborate stages of development. Questions concerning conflict within the OFSAA are examined, and the nature and function of various structural changes are considered. Charts and tables of cluster variable analyses are included. (LH)

ED 178 472 SP 014 337

Anderson, Eugene M.

Two Approaches to Clinical Supervision.

Pub Date-78

Note-17p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, *Classroom Observation Techniques, Educational Diagnosis, Educational Objectives, Field Experience Programs, Program Effectiveness, Program Improvement, *Student Teaching, *Supervisory Methods, Teacher Education

Identifiers-*Clinical Supervision

Criteria are established for a definition of clinical supervision'' and the effectiveness of such supervisory programs in a student teaching context are considered. Two differing genres of clinical supervision are constructed: supervision by pattern analysis'' is contrasted with supervision by performance objectives.'' An outline of procedural structure for each of the methods is given, and the critical role of the supervisor in these and other compromise classroom observation techniques is discussed. (LH)

ED 178 473 SP 014 370

Yarger, Gwen P. Brannigan, Marilyn B.
A Survey of Teachers' Perceptions of University Courses.
Pub Date-79
Note-35p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Course Content, Evaluation Criteria, *Inservice Teacher Education, Needs Assessment, *Program Evaluation, *Program Improvement, Promotion (Occupational), Teacher Characteristics

The purpose of this study was to investigate inservice teachers' perceptions about a variety of university course characteristics and to solicit their opinions about future courses. A survey form designed to obtain demographic information, personal reasons for course selection, and evaluation of inservice opportunities at the state university was sent to 341 public school educators. Results of this survey are presented in tabular form with narrative explanation of the reasons the questions were asked. The implications for program development drawn from this study are discussed with suggestions for future changes in the university program. (JD)

ED 178 474 SP 014 412

Lai, Morris K. And Others

The Effects of an Independent Learning System on Student Achievement and Attitudes. Volume III: Student and Teacher Measurement Instruments.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-A76-7

Pub Date-Nov 76

Contract-NE-C-00-3-0108

Note-137p.; For related documents, see SP 014 416 and SP 014 847

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, *Autoinstructional Aids, *Cognitive Measurement, Independent Study, *Individualized Instruction, *Instructional Materials, Measurement Instruments, Student Attitudes

This is one of three volumes presenting the over-all results of a research effort investigating the effects upon student outcomes of training teachers to implement individual study and self-directed study in their classrooms. Sample tests are presented measuring the following variables: (1) social study achievement; (2) work study skills; (3) self concept; (4) student attitudes; (5) level of independence; (6) measurement processes (interviews, observation, and questionnaires); and (7) teacher variables. Procedures for scoring each test are included. (JD)

ED 178 475 SP 014 416

Ward, Beatrice A. And Others

The Effects of an Independent Learning System on Student Achievement and Attitudes. Volume I: Final Research Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-A77-8
Pub Date-Sep 77
Contract-NE-C-00-3-0108
Note-375p.; For related documents, see SP 014 412 and SP 014 847; Contains some small print
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Academic Achievement, Educational Innovation, Experimental Teaching, *Independent Study, *Individualized Instruction, Microteaching, Research Utilization, Student Attitudes, *Teacher Education, *Teaching Methods, Teaching Skills, Training Techniques

The overall purpose of the Independent Learning Study was to investigate the effects upon student outcomes of training teachers in the use of an innovative instructional system. The Independent Learning System, based on Minicourse 15: Organizing Independent Learning Intermediate Level,'' was the instructional system studied. Minicourse 15'' is a self-contained teacher training package designed to help teachers increase the independent learning opportunities of students and was adapted from a microteaching model using videotaping for self-evaluation. The teachers received minicourse training during Phase I of this study, and then implemented independent learning systems in their classrooms. Phase II investigated the effects of independent learning on student outcomes. This report includes descriptions of the background of the study, the samples and methodology, dependent and independent variables of students and processes, and a discussion of the results. Implications for future research are examined. An abstract of the report is also included. (JD)

ED 178 476 SP 014 465

Hammond, John, Ed. And Others

The Work-Study Innovative Teaching Programme. Report of an Innovative Teacher Education Project. Research Bulletin Number 4.

Churchlands Coll. of Advanced Education (Australia).

Pub Date-78
Note-53p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Innovation, Effective Teaching, *Field Experience Programs, Foreign Countries, *Individual Development, *Interinstitutional Cooperation, Primary Education, Skill Development, *Student Teaching, *Teacher Education, Teaching Experience
Identifiers-*Australia

The Work-Study Innovative Teaching Programme (WSITP) developed during 1975-1977 at Churchlands College in Western Australia proposes a developmental approach to continuous long-term practice teaching and concurrent related lecture experiences as a means of assisting student teachers in their search for personal meaning about teaching and about themselves. The program poses an alternative to the traditionally compartmentalized arrangement of personal and professional development courses via university study and distinctly separate periods of practice teaching with little or no close aid and supervision by more experienced educational personnel. The main focus of this report is on the planning, implementation, and evaluation of a pilot study of WSITP by the College and three cooperating primary schools in the Perth metropolitan region. (Author/LH)

ED 178 477 SP 014 519

Lundegren, Herberta And Others

Physiological Responses of Senior Adults Running a Fit Trail.

Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-25p.; Paper presented at Annual Convention of American Alliance for Health Physical Education and Recreation (New Orleans, Louisiana, March 15-20, 1979)
Pub Type- Reports - Research (143) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Exercise (Physiology), *Heart Rate, Physical Activity Level, Physical Fitness, *Physiology, *Senior Citizens, *Trails

In this 1977 study the heart rates of 51 men and women ranging in age from 22-72 were continuously monitored while the subjects walked or ran a modified parcour fitness trail. The length of the course, its gradient, the distance between exercise stations, and the elevation of the course were measured. Mean percentage max HR (Karvonen) values were submitted to a two-factor ANOV mixed design to compare HR at each station by age and sex. Results indicate that women usually performed at a higher percentage max HR than men. Older subjects experienced potential training effects while younger ones were not always challenged. The results support the modification and use of fitness trails as an alternative exercise and fitness training method for senior adults. (Author/LH)

ED 178 478 SP 014 524

Dottin, Erskine S., Ed.

The Forum: A Publication of the Department of Studies in Education, Volume 1, Number 1, Spring, 1979.

University of West Florida, Pensacola.
Pub Date-79
Note-44p.

Journal Cit-The Forum; v1 n1 Spr 1979
Pub Type- Collected Works - General (020) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Censorship, Class Management, *Discipline, *Educational Anthropology, Equal Education, General Education, Liberal Arts, *Nondiscriminatory Education, *Performance Based Education, Social Mobility, *Teacher Education, *Teacher Role

THE FORUM is an occasional publication designed to disseminate ideas on educational topics and concerns of importance to public schools, colleges, universities, community agencies, and governing bodies. This issue addresses the following topics: the need for educational opportunity as a prerequisite to social equality; the controversy surrounding the assessment and use of competency-based teacher education; the question of censorship and bias in children's textbooks; the suitability of a liberally-educated teacher for a specific teaching task; and the teacher's role in establishing classroom discipline. (LH)

Sachsenmeier, Peter
Preparation of Educational Personnel in the Framework of Lifelong Education.
United Nations Educational Scientific, and Cultural Organization, Nairobi (Kenya). German Agency for Technical Cooperation.
Pub Date-May 78
Note-46p.
Available from-Not available in hard copy due to marginal legibility of original document
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Continuous Learning, Curriculum Development, *Educational Needs, Educational Planning, Educational Research, Foreign Countries, *Global Approach, *Needs Assessment, *Teacher Education, *Teacher Role
Identifiers-Kenya

Results are presented of several United Nations Educational, Scientific, and Cultural Organization (UNESCO) projects designed to investigate the needs of continuous-learning- oriented teacher education. The discussion is conducted from an international perspective. The document, divided in three chapters and four appendices, begins with an outline of the overall project. Chapter Two explores the new roles of teachers, the influence on teacher education personnel, and the developing profiles, functions, tasks, and competencies demanded of educators within the lifelong learning context. The third chapter deals with the educational components particularly targeted toward lifelong education necessary to an effective teacher education program. Appendices include draft guidelines for model teacher education systems, a general framework for the preparation of designs for such case studies, a tentative reporting outline for a case study, and criteria for the selection of suitable teacher education institutions. (LH)

ED 178 480 SP 014 621

Karl, Marion C.

Improving Teacher-Student Relations.

Spons Agency-Henry C. Frick Educational Commission, Pittsburgh, Pa.
Pub Date-6 Nov 78
Note-43p.; Paper presented at the Annual Conference of Concerned Leaders in Educational Administration and Research (2nd, Alexandria, Virginia, November 6, 1978)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavioral Objectives, Classroom Communication, *Group Discussion, Interaction Process Analysis, Parent Participation, School Personnel, School Responsibility, *Student Attitudes, Student Responsibility, *Student Teacher Relationship, *Teacher Attitudes, *Workshops

A step-by-step description is given of the development of a model for the improvement of student teacher relationships. This model was created by a student forum in workshop sessions with teachers, other school personnel, and parents. In this report the design of the workshops is described, and the recommendations resulting are outlined. Included in the recommendations are behavior objectives for teachers, students, counselors, administrators, school boards, and parents. Also included are samples of forms used in the workshops. (JD)

ED 178 481 SP 014 628

Jable, J. Thomas

The American Alliance for Health, Physical Education and Recreation: Professionals Proudly Promoting Physical Education.

Pub Date-15 Mar 79

Note-16p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education and Recreation (94th, New Orleans, LA, March 15, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Legislation, *History, *Information Dissemination, *Physical Education, *Professional Associations, *Public Relations

Identifiers-American Alliance Health Phys Educ Recreation

The role played by the American Alliance for Health, Physical Education and Recreation in promoting public interest in physical education is described. Particular emphasis is placed upon the Association's activities in information and publicity, professional preparation and teacher certification standards, physical fitness, and state and federal physical education legislation. (JD)

ED 178 482 SP 014 630

Freischlag, Jerry

Anxiety, Attribution, and Sport Competition: Assessment Under Two Field Conditions.

Pub Date- 78

Note-16p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescence, *Anxiety, *Athletics, Competition, Coping, *Locus of Control, Low Achievement Factors, Peer Evaluation, *Psychological Patterns, Self Concept, *Stress Variables, *Task Performance

The effects of winning or losing and the impact of being ``cut'' from an athletic team on the self-concept of a volunteer group of adolescent boys was examined. State anxiety levels both before and after competitive events and ``try-outs'' were studied by means of a short form of Spielberger's children's trait anxiety inventory questionnaire. Results indicate a difference in self-concept, team performance rating, and task difficulty perception between ``winners'' and ``losers.'' Those boys who made the team assigned themselves higher personal effort and lower luck attributes than those boys who were cut. However, the contribution of self and team ability to the outcome of a contest did not vary between winning and losing teams. In both cases, losses were attributed to causes external of the team. This finding is contrary to the bulk of previous research in the field. (LH)

ED 178 483 SP 014 693

Kirk, Marian Baker, Cindi

Motor Performance Assessment of Primary Grade Children.

Pub Date-79
Note-9p.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, *Age Differences, *Ethnicity, Perceptual Motor Learning, *Performance Factors, Primary Grades, *Psychomotor Skills, *Sex Differences, Testing
Identifiers-*Kirk Motor Performance Test

This study examined the effects of age, sex, and ethnic group in selected motor tasks of primary grade children. The Kirk Motor Performance Test was developed to assess running, throwing/catching, and jumping abilities and was used to assess the motor performance of children ages 5 to 9. Results of the testing are presented in tabular form. (JD)

ED 178 484 SP 014 696

Goldstein, Jane McCarthy Weber, Wilford A.

Teacher Managerial Behaviors and Student On-Task Behavior.

Pub Date-79
Note-17p.; Paper presented at the annual meeting of the Southwest Educational Research Association (Houston, Texas, February 1979)
Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Class Management, Classroom Techniques, Discipline, *Effective Teaching, Elementary Education, *Student Behavior, *Teacher Behavior

The hypothesis that teacher managerial behavior may have a greater effect than teacher instructional behavior on ultimate student academic achievement is supported through the explication of seven major approaches to class management. Forms of teacher managerial behavior examined are: (1) authoritarian; (2) behavior modification; (3) common sense; (4) group process; (5) instructional; (6) permissive; and (7) socioemotional climate. The relationship between these seven clusters of teacher behaviors and student on-task behaviors are extended to infer causality between the teacher behaviors and the students' academic achievement levels. A bibliography is appended. (LH)

ED 178 485 SP 014 707

Casper, Paul

Leadership Training for High School Students.

Pub Date-Feb 79
Note-20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, Texas, February 1-2, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication Skills, *Course Content, *Curriculum Design, *Curriculum Development, Educational Objectives, *High School Students, Human Relations, *Leadership Training, Personal Growth, Secondary Education, Student Attitudes, Student Characteristics

A proposal is offered that a course in leadership training be established in the secondary school curriculum. A paradigm is presented for curriculum decision making based on the questions of what shall be taught and how, what are the characteristics of a leader, and what are the attitudes and needs of followers. The proposed course is divided into three quarters. The first quarter is a study of human relations and is considered a practical course in social psychology. Following this, concentration in placed on communication skills both verbal and written. The final quarter is a Leadership Laboratory'' and is designed to exercise leadership techniques in small job management situations. The scope and suggested content of the three blocks of instruction are appended. (JD)

ED 178 486 SP 014 722

Boger, David Simms, Richard L.
Learning to Teach in the Inner-City: A Follow-up Study.
Pub Date- 77
Note-14p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cultural Differences, *Educational Assessment, *Field Experience Programs, Followup Studies, *Participant Satisfaction, Performance Based Teacher Education, Secondary Education, *Student Teaching, *Urban Education

A report is given of the findings of a follow-up study of a field-based program for preparing preservice teachers for inner-city schools. This program moves preservice teacher education from the realm of isolated theoretical instruction toward a realistic clinical approach through the use of a professional semester format. During this semester students teach in inner-city secondary schools under the direction of their university supervisor and the cooperating teacher. The follow-up study on the program consisted of questionnaires to the graduates of the program and also to teachers who had not participated. The results indicated more success in handling classroom problems and greater satisfaction with preservice training on the part of those who had been involved in the program than was indicated by those who had not. (JD)

Patton, James M. Braithwaite, Ronald L.

Public Law 94-142 and the Changing Status of Teacher Certification/Recertification: A Survey of State Education Agencies.

Pub Date-79
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Policy, *Inservice Teacher Education, *Mainstreaming, *Special Education, State Departments of Education, *State Standards, *Teacher Certification, Teacher Education
Identifiers-Education for all Handicapped Children Act

Fifty state departments of education and the District of Columbia were surveyed in an effort to ascertain the impact of Public Law 94-142 on certifying and recertifying regular classroom teachers. Of the 48 states responding, 33 states and the District of Columbia (71 percent) reported that regular classroom teachers are not required to complete courses in special education to meet initial certification requirements. Additionally, 44 states (92 percent) do not require special education coursework for recertification of regular classroom teachers. Of the ten states requiring either courses or experiences with special education populations for certification, only two indicated that these requirements resulted from Public Law 94-142. (Authors)

ED 178 488 SP 014 775

Physical Education in Oregon Schools.
Oregon State Dept. of Education, Salem.
Pub Date-79
Note-80p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Athletic Equipment, Curriculum, *Elementary Secondary Education, Movement Education, Physical Activities, *Physical Education, Physical Education Facilities, *Primary Education, *Program Development, Skill Development, Teaching Methods
Identifiers-Oregon

As a guide to other educators the physical education programs, activities, and goals and objectives in the Oregon public school system are presented in detailed form. Ideas for class organization, exercise activities, and a student-oriented teaching approach are given, and a discussion of athletic equipment, facilities, and resources is included. The material is organized by grades (K-3, 4-6, 7-9, and 10-12 as well as an overview of the k-12 suggested activities), and also by activity type (gymnastics, tumbling, lifetime sports, team sports, etc.). Extensive appendixes include information on Title IX laws and Public Law 94-142. (LH)

ED 178 489 SP 014 787

Hutchins, C. L. Dunning, Barbara A.

A Project to Increase the Utilization of Minicourses Through Seven (7) Regional Demonstrations in Accordance with Exhibit A, the Contractors Proposal 1-0468 and Letters Modifying the Proposal Dated April 13, 1971, and May 6, 1971. Final Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Center for Educational Communication (DHEW/OE), Washington, D.C.
Pub Date-20 Jul 73
Contract-OEC-0-71-3634
Note-107p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Course Evaluation, Course Organization, Demonstration Programs, *Demonstrations (Educational), Educational Research, *Program Development, *Short Courses, *Teacher Education, Teaching Methods, Teaching Models, *Training Techniques

This project established seven regional demonstration centers for the teacher training products known as minicourses, designed by the Far West Laboratory for Educational Research and Development. The goals of these centers were identified as increased user awareness, the establishment of an environment in which educators could evaluate the minicourses, the linkage of prospective users with appropriate minicourse agencies, and the effective demonstration of the impact a research and development project could be capable of producing in an actual school setting. This report contains the results of the project, largely in statistical form. Descriptions of various minicourse programs and activities are given. The names and addresses of persons and institutions who participated in the research are listed, and the results of the minicourse evaluation exercises are both narrated and tabulated. Appended are copies of letters requesting proposals, final reports from centers, and a copy of the telephone survey instrument. Many forms and incidental tables, statistics, and resources are also included. (LH)

ED 178 490 SP 014 807

Tikunoff, William J. Ward, Beatrice A.

Role Playing in the Classroom. Minicourse 10.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-74
Note-162p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Inservice Teacher Education, Learning Activities, *Microteaching, *Role Playing, *Teaching Methods, Videotape Recordings

This document is intended to aid inservice teachers in developing their classroom teaching skills through the use of role-playing techniques. The material is designed for use as part of an audiovisual teacher education minicourse. Suggestions are given for planning and executing dramatic experiences and learning activities. Use of a videotape recorder to further enhance the teaching techniques is described. (LH)

ED 178 491 SP 014 819

Principles and Methods of Health Education: Report on a WHO Working Group. EURO Reports and Studies 11.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Pub Date-79

Note-23p.; Report of a World Health Organization Meeting, Regional Office for Europe (Dresden, German Democratic Republic, October 24-28, 1977) ; Several pages marginally legible

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Responsibility, Foreign Countries, *Government Role, *Health Education, *Health Services, Industrialization, International Organizations, Policy Formation, *Social Attitudes

Two working papers were presented at this meeting of the World Health Organization: ``Principles and Methods of Health Education in the German Democratic Republic'' and ``A Philosophy of Health Education in Industrialized Societies.'' Both papers are summarized in this report. General and group discussions are presented along with conclusions and recommendations made by the organization. (JD)

ED 178 492 SP 014 828

Schutz, Robert W. Gessaroli, Marc E.

The Effects of Block Size and Heterogeneity of Covariance on Type I Error Rates with Constant Error and Variable Error Data.

Pub Date-Jun 79
Note-21p.; Paper presented at the International Congress in Physical Education (Three Rivers, Quebec, Canada, June 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Analysis of Covariance, *Interaction, *Statistical Data, *Validity
Identifiers-Block Size, Type I Error

The question of whether or not block size has an effect on the statistical analysis of data is examined through a study involving a total of 10,000 simulated experiments. Results indicate that the inflation in Type I error rate is much higher than is reported in the literature when using CE as the independent variable. There is little or no difference under varying blocking parameters. With VE, however, there was no effect of heterogeneity of covariance. It is concluded that block size can be chosen on logical rather than on statistical grounds, and that it has no effect on the validity of the statistical analysis involved. (Author/LH)

ED 178 493 SP 014 837

Setranjiwalla, Zohra K. Drummond, William H.

Criteria for Evaluation of Teacher Education Center Programs.

Spons Agency-Florida State Dept. of Education, Tallahassee.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Apr 79
Contract-G007700121-A01
Note-76p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Educational Assessment, *Evaluation Criteria, *Evaluation Methods, Interinstitutional Cooperation, Needs Assessment, Participant Satisfaction, *Program Evaluation, *Teacher Centers, *Teacher Education
Identifiers-*Florida

In compliance with the Teacher Education Center Act of 1973 (Section 231.608, Florida Statutes), a select group of Florida educators, Department of Education members, and State Council on Teacher Education Centers (TEC's) representatives developed proposed criteria for both the evaluation of teacher centers and evaluation of the evaluation methods. The proposed criteria explored four areas of TEC assessment: (1) the rationale behind TEC's; (2) the extent of collaboration and participation of TEC users; (3) the description of programs or activities of TEC's; and (4) the adequacy and availability of resources a given TEC may or may not provide. This document describes the theory and design of the evaluation methods and criteria and includes discussion of the conceptual views involved in the Florida TEC program. A bibliography of 13 sources is appended. (LH)

ED 178 494 SP 014 847

Stanton, George And Others

The Effects of an Independent Learning System on Student Achievement and Attitudes. Volume II: Correlation Matrices of Student Variables and Item Statistics for Student Measures.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-A76-8

Pub Date-76

Contract-NE-C-00-3-0108

Note-222p.; For related documents, see SP 014 412 and SP 014 416; Not available in paper copy due to marginal legibility of original document

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, *Correlation, *Independent Study, *Individualized Instruction, Item Sampling, Statistical Analysis, Test Interpretation, *Test Results

This is one of three volumes presenting the procedures and results of a research effort investigating the effects upon student outcomes of training teachers to implement individual study and self-directed study in their classrooms. In this volume correlation matrices drawn from tests of student variables and achievement are presented. Item statistics for student measures are also presented. (JD)

ED 178 495 SP 014 852

Dougherty, Neil J., IV
Teaching Physical Education: The Issues of Safety and Liability.
Pub Date-79
Note-7p.
Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accident Prevention, Athletic Equipment, First Aid, *Legal Responsibility, *Physical Education, Physical Education Facilities, *Safety, Supervision, *Teacher Responsibility

Guidelines are offered for supervision of school athletic activities with emphasis upon safety and legal responsibility. Of particular importance is selection of activities suitable for participants, safe facilities and equipment, knowledge of first aid, and the use of good teacher/coach judgment. (JD)

ED 178 496 SP 014 880

Amodeo, Luiza B.

One Perspective on Multicultural Education. An Opinion Paper.

Pub Date- 77
Note-24p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Bilingual Education, *Children, Cultural Pluralism, *Culture Conflict, Failure Factors, Language Development, Learning Theories, Low Achievers, *Multicultural Education, Program Effectiveness, Psycholinguistics, Self Concept, Social Attitudes, Social Values, Sociolinguistics, *Spanish Speaking, Stereotypes

An examination of the linguistic behavior of monolingual and bilingual Spanish-speaking children in an environment where there is opportunity to develop proficiency in two languages is examined. A review of the literature concerned with the relationship of learning processes to psycholinguistic and sociolinguistic contexts precedes an examination of the influence that language conflict may exert on minority students' academic achievement levels. Several intervention programs designed to equalize the social and language skills of minority children with those of a larger society are discussed. Criticisms and suggestions regarding the effectiveness of such programs are presented. A reference list of 43 sources is appended. (LH)

ED 178 497 SP 014 904

Hudson, Helen H., Comp.

Nursing-Related Data Sources: 1979. Nurse Planning Information Series, No. 7.

Health Resources Administration (DHEW/PHS), Hyattsville, Md. Div. of Nursing.
Report No.-HRA-79-36
Pub Date-Jan 79
Note-141p.
Available from-National Technical Information Service, 5285 Port Royal Rd., Springfield, VA 22161 ($7.25 hardcopy; $3.00 microfiche)
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Delivery Systems, Employment Opportunities, Health Occupations, *Health Personnel, Hospitals, Labor Market, *Medical Care Evaluation, *Medical Education, *Nurses, *Occupational Surveys, Salary Differentials

This publication is a compilation of abstracts of nursing manpower studies currently under way or recently completed by health manpower and analysis study groups throughout the country. It was prepared under the sponsorship of the Interagency Conference on Nursing Statistics, an informal association of statisticians from a variety of organizations directly concerned with compiling and analyzing statistics on nursing. The subject classifications are structured into the general areas of nursing personnel, nursing education, the health care delivery system, and/or the client population. (JD)

ED 178 498 SP 014 907

Green, Lawrence W.

National Policy in the Promotion of Health.

Pub Date-79

Note-18p.; Paper presented at the Annual Meeting of the American College Health Association (May 22-25, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Change, *Behavior Patterns, *Decision Making, *Government Role, *Health Education, Health Programs, Mass Media, *National Programs, *Policy Formation, Program Development

A discussion is presented of the problems inherent in attempting to develop a national policy for health education. Health education is defined as any combination of learning experiences designed to facilitate voluntary adaptations of behavior conducive to health. The major difficulties facing developers of national health education are identified as general lack of faith on the part of the public of any government-sponsored program, and distrust of television, a medium that could be an effective tool in information dissemination. (JD)

ED 178 499 SP 014 909

Howard, Bessie C. And Others

The Teacher Corps Policy Board: Three Perspectives on Role and Function.

Southeastern Teacher Corps Network, Atlanta, Ga.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-79
Contract-300-78-0328
Note-125p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrative Organization, Administrator Role, Community Involvement, *Decision Making, *Governing Boards, *Group Structure, *Institutional Role, Organizational Change, *Policy Formation
Identifiers-*Teacher Corps

This report contains three papers that examine the Teacher Corps policy board from an operational standpoint. The first provides a conceptual and organizational framework for the policy board and describes a theory for policy board development and operation. In the second a reality-based view based upon personal experience on a policy board is presented. The third paper examines the structural and organizational dynamics of the policy board as they relate to the community, the local educational agency, and the university. Techniques are given for making the group function more effectively. (JD)

ED 178 500 SP 014 925

State Board of Education Rules and Regulations: General Certification Provisions. Teacher Intern Policy. Teacher Certificate Requirements.

Arizona State Dept. of Education, Phoenix.
Pub Date-Feb 79
Note-19p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Board of Education Policy, School Personnel, *State Standards, *Teacher Certification, Teacher Interns
Identifiers-*Arizona

The official certification requirements for teachers and other school personnel in the state of Arizona are presented. (JD)

ED 178 501 SP 014 935

Standards for State Approval of Teacher Education Programs Leading to Interstate Reciprocity of Teacher Certification.

Montana State Dept. of Public Instruction, Helena.
Pub Date-79
Note-61p.

Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Admission Criteria, College Curriculum, College Faculty, School Administration, *State Standards, *Teacher Certification, *Teacher Education

The teacher certification regulations and state standards for teacher education in the state of Montana are set forth in this document. (JD)

ED 178 502 SP 014 949

Schenkat, Randolph J.

The Effective Fit of Regular and Special Education Competencies in the Preparation of Regular Classroom Teachers.

Pub Date- 78

Note-11p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Strategies, *Course Content, Course Objectives, Course Organization, *Curriculum Design, Curriculum Evaluation, *Mainstreaming, Special Education, *Teacher Education, *Teacher Education Curriculum

The problems encountered in restructuring teacher education programs to train regular teachers in special education skills to meet the needs of mainstreamed students are examined. It is concluded that there is an overlap in content in education courses and that many of the subjects already required, such as psychology, prepare teachers to cope with the special child. If such subjects are stressed there is little need for radical curriculum changes. (JD)

ED 178 503 SP 014 959

Clarkson, Mary Cervantes
A Guide to Sources for Graduate Study or Teaching.
Trinity Univ., San Antonio, Tex.
Pub Date-79
Note-10p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Teachers, *Graduate Study, *Higher Education, International Studies, *Resource Guides, State Standards, *Student Teachers

This guide to education sources is part of a kit packaged by the Department of Education at Trinity University (Texas) for use by the student teacher. The purpose is to aid the graduating senior in further study. Reference sources that may be used in selecting a school in the United States or in a foreign country are listed. For the graduating senior who desired to teach, general information on school districts, on state teaching regulations, and on preparing an effective resume may be found. The guide is divided into four parts: university guides and directories; foreign study and teaching resources; educational associations; and job resume composition techniques. (Author/LH)

ED 178 504 SP 014 961

Williamson, John A.

An Emerging Early Field Experience Program.

Pub Date-79

Note-9p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Responsibility, *College Supervisors, *Cooperating Teachers, *Field Experience Programs, *Relevance (Education), Student Responsibility, Student Teaching, Teacher Education

In the described early field experience program the field experience is included in the introductory professional education course that is offered during the students' junior year. The field component requires that students spend a minimum of 30 hours actively participating in a public school classroom during the semester. Emphasis is placed on close cooperation between the public school cooperating teacher, the university supervisor, and the field office director. Responsibilities of these participants are clearly delineated, and semester-end evaluation of student performance is arrived at jointly. (JD)

ED 178 505 SP 014 962

Consumer Education: A Teaching-Learning Unit on Consumer Health Care.

Tennessee Univ., Knoxville.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-82p.; Several pages marginally legible
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Consumer Education, Dietetics, Drug Education, *Health Education, Health Insurance, Hospitals, Nutrition, Physicians, Secondary Education, Surgery

This health education handbook covers the following topics: (1) the consumer and health care; (2) diet and nutrition; (3) additives, supplements, and health foods; (4) prescription drugs; (5) over-the-counter drugs; (6) doctors, hospitals, and surgery; and (7) providing and paying for health care. A teacher's supplement health care unit is included. Each section includes objectives, content material, activities to reinforce the content, and two forms of tests. (JD)

ED 178 506

SP 014 970

Johnson, Dewayne J.
Relationship Between Administrators' Personality and How They and the Faculty Perceived the Administrator's Role and Degree of Success.
Pub Date- 76
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role, Educational Administration, *Individual Characteristics, Job Satisfaction, Leadership Styles, Physical Education, Role Conflict, *Role Perception, *Teacher Administrator Relationship, *Work Environment

A study investigating the relationship between select personality traits of physical education administrators and the faculty perception of the administrative role queried 41 department chairpersons and 282 faculty members through the use of a 28-item role perception questionnaire. Personality traits considered were activity, vigor, impulsiveness, dominance, stability, sociability, and qualities of reflection. The test instrument followed the summative model of the 1-5 Likert scale, spanning the range from definitely should'' to definitely should not'' for each trait. The research revealed that although congruity of role perception leads to improved faculty/administrator relationships, the more administrators feel they assume the authoritarian stance, the less successful they are in the opinion of their faculty. A cheerful and even-tempered administrator personality was viewed as the most successful by the faculty polled. (LH)

ED 178 507 SP 014 978

Rayder, Nick And Others

The Diff-Enfranchised'' Return to the Mainstream.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jun 79

Note-18p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Mainstreaming, Personal Growth, *Physically Handicapped, *Role Models, Self Concept, Simulation, *Student Attitudes, Student Teacher Relationship, *Teacher Aides, Teacher Behavior

Identifiers-*Handicapped Teacher Aides

A program is described in which physically disabled adults were hired as teacher aides to work in mainstreamed classrooms. It was found that these aides not only served as role models for handicapped children but also increased the sensitivity of normal students. (JD)

ED 178 508 SP 014 984

Handleman, Chester

Teaching and Academic Standards Today.

Pub Date-79
Note-18p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Academic Standards, Educational Accountability, Educational Innovation, *Educational Quality, *Educational Trends, Elementary Secondary Education, *Failure Factors, Grade Inflation, Higher Education, National Competency Tests, Student Characteristics, *Teaching Quality

The downward trend in educational quality, as evidenced by sinking Scholastic Aptitude Test scores and other evaluatory measures, is examined. Both secondary school teachers and university faculty are held accountable for lowering academic standards, and much critical attention is paid to the precipitant implementation of innovative educational programs and curricula. Trends toward lenient attitudes concerning student discipline are censured. Overuse of educational media, objective testing technique, and student-centered program design are also topics of examination. (LH)

ED 178 509 SP 014 991

Schraibman, Carl

Status of Instructional Physical Education Programs in Ohio Senior High Schools.

Pub Date-Apr 79
Note-21p.; Paper presented at the Midwest Association for Health, Physical Education, and Recreation Convention (April 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Athletic Equipment, Athletic Programs, Curriculum Evaluation, *Educational Quality, *Instructional Programs, *Physical Education, Physical Education Facilities, *Program Evaluation, *Senior High Schools, *Surveys
Identifiers-Ohio

High school level instructional physical education programs in the state of Ohio are examined to determine the quality of their organizational structure and curricula offerings. Data collected from a 74.3 percent questionnaire response from 70 Ohio school systems describes the functional arrangement of the school programs based on the sex of the instructor. Other areas of inquiry include: (1) general information; (2) organization of the instructional class; (3) physical education facilities and equipment; (4) problem areas in physical education; and (5) specific course offerings of various schools. Seven conclusions are drawn from the survey results, and four specific suggestions for the implementation of the research findings into the practical operation of Ohio schools are given. (LH)

ED 178 510 SP 014 997

Haigh, Neil J.

Towards an Understanding of Teacher Intentions and Decision-Making.

Pub Date-79
Note-15p.; Paper presented at the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Environment, *Decision Making, Definitions, Educational Objectives, *Educational Planning, *Learning, Lesson Plans, *Role Perception, *Teacher Attitudes, Teaching, *Thought Processes

A New Zealand study examines the interaction between 18 teachers and their respective classroom environments and actions in an attempt to isolate those factors contributing to each teacher's philosophy concerning the role and responsibility of pedagogy. Nine classroom teachers and nine student teachers are examined for degree of congruence between self-established educational objectives and actual classroom results. The rationale behind each individual's lesson planning strategy is investigated. This inquiry into the decision-making procedures of teachers attempts to construct a relationship between abstract conceptualization of teaching principles and concrete outcome in terms of learner performance. (LH)

ED 178 511 SP 015 000

Report of the 1978 NCAA Television Committee to the 73rd Annual Convention of the National Collegiate Athletic Association.

National Collegiate Athletic Association, Shawnee Mission, Kans.
Pub Date-Jan 79
Note-68p.; Report presented at the Annual Convention of the National Collegiate Athletic Association (73rd, San Francisco, California, January 8-10, 1979)
Available from-National Collegiate Athletic Association, U.S. Highway 50 and Nall Ave., P.O. Box 1906, Shawnee Mission, Kansas 66222 ($3.00)
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Athletics, *Colleges, *Football, *Mass Media, *Television

The purpose of the National Collegiate Athletic Association football television plan is to reduce the adverse effects of live television on football game attendance and to advance the overall interests of intercollegiate athletics. Articles agreed upon by the Association are presented in this report. Statistics are presented on attendance at college football games and television broadcasts of the games. Rules are set forth for controlling, monitoring, and supporting television broadcasts of intercollegiate events. (JD)

Raiborn, Mitchell H.

Revenues and Expenses of Intercollegiate Athletic Programs. Analysis of Financial Trends and Relationships, 1970-1977.

Pub Date-Aug 78
Note-62p.
Available from-National Collegiate Athletic Association, U.S. Highway 50 and Nall Avenue, P.O. Box 1906, Shawnee Mission, Kansas 66222 ($5.00)
Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Athletic Programs, *College Programs, Compensation (Remuneration), Higher Education, Operating Expenses, *Program Costs, *Trend Analysis

Information is provided concerning the revenues and expenses associated with intercollegiate athletic programs of the National Collegiate Athletic Association (NCAA) member institutions during the eight-year period from 1969-70 through fiscal year 1976-77. These financial trends and changes are expressed through means of a statistical description, based on information obtained through a national survey distributed to 722 NCAA member institutions during 1977. The report also seeks to identify the factors and conditions contributing to these financial trends, and to determine any significant changes that have occurred in the general profile of athletic programs regarding sources of revenue and percentage composition of total operating costs. (Author/LH)

ED 178 513 SP 015 006

Hawaii's Certification Regulations.
Hawaii State Dept. of Education, Honolulu.
Pub Date-74
Note-18p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Standards, *Administrative Personnel, *Special Education Teachers, *State Standards, *Teacher Certification, Teacher Education
Identifiers-*Hawaii

The regulations governing the certification of teachers, administrators, and other school personnel in the state of Hawaii are set forth. (JD)

ED 178 514 SP 015 009

Vacha, Edward F. And Others

Improving Classroom Social Climate: Teacher's Handbook.

California State Dept. of Education, Sacramento.
Pub Date-Mar 79
Note-292p.
Available from-Holt, Rinehart and Winston, 383 Madison Avenue, New York, N.Y. 10017 ($19.95)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Aspiration, Class Management, Classroom Environment, Elementary Education, Friendship, *Group Dynamics, Interaction Process Analysis, *Interpersonal Relationship, Leadership, *Socialization, *Social Relations, *Student Behavior

The goal of this book is to help teachers create a positive social climate in the elementary school classroom. Six group processes areas are identified as combining to create the social climate of the classroom: (1) attraction; (2) leadership; (3) communication; (4) student norms of conduct; (5) individual expectations; and (6) group cohesion. The book is divided into six sections, one for each of these six group processes areas. Each of these sections is further divided into four subsections. Each section begins with an introduction that explains the theories around which the lessons for that area are designed, the goals of the lessons for that area, and a discussion of classroom management techniques necessary to support and reinforce the lessons. (JD)

ED 178 515 SP 015 010

Klugman, Edgar And Others

Too Many Pieces: A Study of Teacher Fragmentation in the Elementary School.

Wheelock - Malden Teacher Corps Collaborative, Boston.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Jul 79
Note-65p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Class Activities, *Class Attendance, *Class Management, Elementary Education, Elementary School Teachers, *Special Services, Teacher Administrator Relationship, *Teacher Attitudes, Teacher Morale, Teaching Load, *Time Blocks

Fragmentation of elementary school teachers' time and attention is an almost universal problem. Frequent coming and going of children to and from the classroom for legitimate purposes disrupts and distracts the teacher and other students. Children receiving special education services frequently leave the classroom for half-hour periods, thus missing a portion of instruction received by classmates. Administrative interruptions, too wide a span of ability in a single class, and lack of administrative support also create a sense of frustration for the teacher. The results of a comprehensive questionnaire on this topic are reported in this study. Suggestions are made for possible options for classroom teachers, support teachers, and administrators for improving this situation. (JD)

ED 178 516 SP 015 019

Denton, Jon J. Norris, Sherrill A.

Cognitive Attainment of Learners of Student Teachers: A Criterion for Attaining Accountable Teacher Preparation Programs.

Spons Agency-Texas A and M Univ., College Station. Coll. of Education.
Pub Date- 79
Grant-OUR-TAMU-15350-600
Note-44p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Achievement Gains, *Cognitive Measurement, Educational Accountability, Education Majors, *Effective Teaching, *Evaluation Methods, Preservice Education, Program Evaluation, Secondary Education, *Students, *Student Teachers

Utilization of learner cognitive attainment as a measure of student teacher effectiveness is employed in this study of 2,540 secondary school students and 21 student teachers. Five conceptual research models are developed to determine the teaching skill level of the education majors through examination of their students' academic achievement. Results indicate that the student teacher's status as either an education major or a noneducation major as well as his/her overall grade point ratio significantly account for the variation in learners' performances. Time referenced variables, the quality of supervisor ratings assigned to the student teacher, and individual classroom teaching styles are also found to correlate significantly with students' cognitive attainment. (LH)

Marks, Merle Lemlech, Johanna

Do the Values of Teacher Education Students Differ from the Gatekeepers''?

Pub Date-79
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Change, *Education Majors, *Personal Values, *Preservice Education, Self Actualization, *Social Attitudes, *Student Teacher Relationship, Teacher Characteristics, *Teacher Educators
Identifiers-*Rokeach Value Survey

The Rokeach Value Survey was administered to 53 students upon their entry into teacher preparation and to 42 experienced teacher educators selected from California institutions of higher education. The values of self-respect, competence, independence, and imagination were consequential to the teacher educators but of little import to the students. The instrumental value, competence, is of special concern since nearly one-fourth of the students did not perceive it to be crucial for personal success, whereas teacher educators ranked competence high as an important ingredient to success. A clash of values is to be expected unless strategies for intervention are applied. (Author)

ED 178 518　　　　　　　　　　　　　　　　　　SP 015 021

Epstein, Joyce L.

Field Search: Practitioners Inform Research on Authority Structures. Report No. 277.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 79

Contract-NIE-G-78-0210

Note-82p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Decision Making, Elementary Secondary Education, Learning Activities, *Locus of Control, Performance Factors, *Power Structure, Problem Solving, *Student Responsibility, *Student Teacher Relationship, *Teaching Styles

Teachers from 34 states and Canada responded to a request to describe teaching practices that give students minor or major decision making responsibilities. Different structures used by teachers to provide students opportunities to practice decision making across the school years from first grade to high school are described in this report. Discussion is presented of several problems for research suggested by the responses, and synopses of respondents' practices are provided. (JD)

ED 178 519 SP 015 024

Ford, Rose

Nutrition and the World Food Crisis A Seventh Grade Workshop.

Pub Date-Mar 76

Note-5p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Global Approach, *Junior High Schools, *Learning Activities, *Nutrition Instruction, Teaching Methods, *Workshops, *World Problems

A pilot program designed by Drexel University and the World Affairs Council of Philadelphia orientates junior high school students to the intricate problems of world nutrition education. Audiovisual presentations, role playing, and group debate are among the teaching methods employed. (LH)

ED 178 520 SP 015 027

Griffin, William H. Carter, James D.

An Evaluation Program for the Eckerd Foundation Therapeutic Wilderness Camping Program: An Evaluation of an Atypical Alternative Education Program.

Pub Date-24 Sep 79
Note-42p.; Paper presented at the Annual Conference of the Evaluation Network (5th, Cincinnati, Ohio, September 24, 1979)
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Change, Educational Assessment, *Emotionally Disturbed Children, *Evaluation Criteria, *Evaluation Methods, *Program Evaluation, Rational Therapy, *Resident Camp Programs, Therapy
Identifiers-*Eckerd Wilderness Educational System

The strategy used in evaluating an out-of-doors resident camping program for emotionally disturbed children is outlined. This strategy calls for examining the following elements in the program: (1) program goals and objectives; (2) collection and processing program data; (3) camper progress assessment; (4) program audit; (5) assessment of past campers; (6) case study file; (7) educational accreditation; (8) comparative studies with other existing programs; and (9) presentation of evaluation results. (JD)

ED 178 521 SP 015 031

Canady, Robert Lynn Seyfarth, John T.

How Parent-Teacher Conferences Build Partnerships. Fastback 132.

Pub Date-79

Note-51p.

Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75, single copy)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Communication (Thought Transfer), *Interpersonal Relationship, Parent Attitudes, *Parent Teacher Conferences, Parent Teacher Cooperation, *Planning, Student Welfare, Teacher Attitudes, *Teacher Role

Suggestions on planning methods for successful parent-teacher conferences are given. Emphasis on clear communication between educators and parents is related to the degree of cooperation possible between the two parties. Practical tips for teachers confronted with angry or dissatisfied parents are included. (LH)

ED 178 522 SP 015 033

Miller, William C.

Dealing With Stress: A Challenge for Educators. Fastback 130.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date-79
Note-32p.
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana ($.75)
Pub Type- Information Analyses (070) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Personnel, *Health, *Hypertension, *Lifestyle, *Stress Variables, Teachers, *Work Environment

Sources of stress and hypertension are examined from the perspective of the professional educator and educational administrator. Physiological and psychological causes and effects of stressful lifestyles are explored, and suggestions are given for methods to deal with unhealthy amounts of stress. (LH)

ED 178 523 SP 015 036

A Decision-Making Approach to Sex Education: A Curriculum Guide and Implementation Manual for a Model Program with Adolescents and Parents.

Planned Parenthood, Almeda-San Francisco, Calif.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Report No.-HSA-79-5608

Pub Date-79

Contract-HSA-240-77-0167

Note-412p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock # 017-026-00081-0, $7.00)

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-Anatomy, Contraception, *Curriculum Design, Decision Making, Demonstration Programs, Ethical Instruction, Moral Issues, Personal Values, *Program Development, *School Community Cooperation, *Sex Education, *Social Attitudes

This implementation manual for a sex education course is designed for the following purposes: offers a step-by-step guide to involving a broad base of community agencies in sex education; provides detailed curriculum plans for implementing a sex education program for parents and adolescents, and for adolescents only; presents a variety of educational aids and activities to enhance the sex education curriculum; and provides detailed curriculum for training staff from youth-serving agencies to function as sex education resources. Each chapter contains guidelines and recommendations for implementing that phase of the project based upon the lessons learned from the demonstration project. Materials relevant to each chapter are presented as appendices at the end of the chapter. Reference notes are cited at the end of each chapter with a bibliography. (JD)

ED 178 524 SP 015 038

Sex Discrimination in High School Sports. A Report and Recommendations from Public Hearings on Interscholastic Athletics for Girls in Pennsylvania.

Pennsylvania Commission for Women, Harrisburg.
Pub Date-78
Note-52p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Athletic Coaches, *Athletics, *Discriminatory Attitudes (Social), Equal Facilities, High Schools, Minority Groups, Secondary Education, *Sex Discrimination, Teacher Salaries, *Womens Athletics

The Pennsylvania Commission for Women held hearings on equal opportunity for girls in athletics in November 1978. Participants included coaches, parents, students, organization and state officials. Testimony was presented on inequities between girls' and boys' athletic programs, coaching and officiating salaries, and attitudes toward female and male athletes. The major issues that emerged from the hearings are presented in this report. Each is documented by summaries or quotations from the testimony. Recommendations for actions to improve the status of girls' high school athletics are also included. (JD)

ED 178 525   SP 015 044

Collins, Paul, Ed. And Others

Teacher Corps. National Conference Report 1978.

Nebraska Univ., Omaha. Center for Urban Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-78
Contract-300-77-0156
Note-318p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Educational Accountability, Educational Legislation, *Educational Objectives, *Educational Trends, Feminism, Humanistic Education, Multicultural Education
Identifiers-*Teacher Corps

Speeches given at the 1978 National Conference of the Teacher Corps are reproduced in this report. These presentations are divided into three general categories topics of broad interest to educators, trends in education, and the responsibilities of the teacher corps. (JD)

ED 178 526 SP 015 046

Browde, Joseph A.

Professional Expectations: Implications for Teacher Effectiveness.

Pub Date-79

Note-10p.; Paper presented at the Annual Conference of the North Carolina Association of Teacher Educators (Burlington, N.C., May, 1979) and at the first Alumniversity, School of Education, Syracuse University, (Syracuse, New York, October 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Codes of Ethics, Effective Teaching, *Labor Unions, *Professional Recognition, *Status Need, *Teacher Behavior, Teacher Characteristics, Teacher Employment, Teaching Styles

This presentation deals with the concept of ``profession'' including the requirement of a code of ethics and the need to enforce it. Teaching as a profession is compared to medicine, law, and the ministry, and consideration is given to the following dilemmas posed in establishing the code and enforcing it: the professional vs. the unprofessional act; impact of and problems created by unionization; declared reasons for the dismissal of tenured persons; and individual style of teaching and administering. (Author)

ED 178 527 SP 015 050

Wilkerson, Doxey A.

The Education Professions Development Act. In Congress, in the Office of Education, and in the Field.

Mediax Associates, Inc., Westport, Conn.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Educational Systems Development.

Pub Date-79

Contract-P00750269

Note-414p.; Appendix A marginally legible

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-*Educational Legislation, *Educational Policy, *Federal Regulation, Government Role, *Program Development, *Teacher Education

Identifiers-*Education Professions Development Act

This analysis selectively describes and interprets the main lines and development of the Education Professions Development Act (EPDA). The study attempts to define the intent of Congress in authorizing the EPDA, to outline and explain the Office of Education's structures and actions in implementing the Act, and to chronicle the development and the resultant dollar costs of EPDA programs. Lessons are extracted from the surrounding literature to provide Federal officials and the education profession at large with the benefit of the EPDA's experiences. Research documents included in the report are accompanied by a copy of the original text of the EPDA, as well as by the related Congressional debates, reports, and amendments. (LH)

ED 178 528 SP 015 059

Ogletree, Earl J.

Teachers' Opinion of the City Residency Requirement.

Pub Date-77

Note-15p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Attitudes, Ethnic Groups, Job Satisfaction, *Metropolitan Areas, *Residence Requirements, *Teacher Attitudes, Urban Population, *Urban Teaching

Identifiers-Chicago

A survey of 185 teachers and administrators in Chicago indicated some differences of opinion on a ruling that teachers must reside in the city. Minorities (blacks and Latinos) and those who lived in the city favored the residency ruling. These responses could be influenced by economic and social concerns. Teachers who lived in the suburbs (majority of whom were white) were against the ruling. All groups believed the ruling to be unconstitutional, restrictive, and a violation of their civil rights. (JD)

ED 178 529 SP 015 063

Solomon, A. H. MacBeth, Jon L.

A Survey of Aging and Leisure Time in the United States.

Pub Date-Apr 79

Note-9p.; Paper presented at the International Congress on Aging and Leisure (Brussels, Belgium, April 4, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Programs, Exercise (Physiology), Gerontology, Health Services, *Leisure Time, *Older Adults, *Physical Activities, *Psychological Patterns, Quality of Life, Recreational Activities, *Retirement

The problems facing older adults when coping with mandatory retirement are discussed. Existing programs, volunteer and government sponsored, are briefly described. Specifically emphasized is the need to recognize the importance of regular physical exercise to maintain health and widen horizons. (JD)

ED 178 530 SP 015 064

Geadelmann, Patricia L.
Developing a K-12 Non-Sexist Physical Education Curriculum.
Pub Date-Dec 78
Note-14p.; Paper presented at the Title IX Conference on Physical

Education and Athletics (Iowa City, Iowa, December 1978)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Design, *Curriculum Development, Educational Philosophy, *Elementary Secondary Education, *Nondiscriminatory Education, *Physical Education, *Sex Discrimination, Sex Stereotypes, Social Values

A delineated philosophy, a written curriculum that reflects that philosophy, and a practiced program that reflects sex equality in its design as well as in its teacher attitudes and behaviors are all crucial ingredients for the development of a nonsexist physical education program. This paper provides concrete suggestions for the most direct methods of facilitating a nondiscriminatory program. (Author/LH)

ED 178 531 SP 015 065

Set Number One, 1979. Research Information for Teachers.

New Zealand Council for Educational Research, Wellington.
Pub Date-79
Note-104p.
Available from-SET, New Zealand Council for Educational Research, Box 3237, Wellington, New Zealand ($7.50; $5.00 student price/year)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Alcoholism, Bilingual Education, Child Welfare, *Communication Skills, Cross Cultural Training, *Cultural Interrelationships, Foreign Countries, *Minority Group Children, Parent Teacher Cooperation, Reading Ability, Self Concept, Television Viewing, Vocational Education, Youth Employment
Identifiers-New Zealand

Topics and issues included in this packet of educational research information are presented in the form of separate news sheets or single-sheet essays. Particular emphasis is placed on improving communication between New Zealand teachers and Polynesian and Maori schoolchildren and parents. Guidesheets designed to aid teachers in assessing student study skills and a sample questionnaire used to determine the effectiveness of a given school's vocational education program are included. Articles included deal with youth employment patterns and with the effect of television viewing on reading ability. A special item exploring alcoholism in young people is appended. Also present is a copy of the United Nation's 1959 Declaration of Children's Rights and an index of SET items published from 1974-1978. (LH)

ED 178 532 SP 015 066

Rosenau, Fred S., Ed.

Information, Vol. 1, Number 4. Teacher Corps Dissemination Project Bulletin.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Aug 79

Contract-300-78-0564

Note-9p.

Pub Type- Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Delivery Systems, Educational Resources, *Guidelines, *Information Dissemination, Information Networks, Marketing, *Program Planning

Identifiers-*Teacher Corps

Guidelines are provided for disseminating information on teacher corps projects. Information is given on experienced disseminators such as existing networks that are available to help in planning. Suggestions are made on targeting information and marketing. (JD)

ED 178 533 SP 015 067

Nationwide Techer Opinion Poll, 1979. NEA Research Memo, September 1979.

National Education Association, Washington, D.C.
Pub Date-79
Note-27p.
Available from-NEA Distribution Center, The Academic Building, West Haven, Conn. 06516 (Free)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Certification, Class Size, Demography, Discipline, Educational Finance, Educational Research, Equal Opportunities (Jobs), Mainstreaming, *Opinions, School Responsibility, Taxes, *Teacher Attitudes, Teacher Retirement, Teacher Salaries, Testing

The 1979 Nationwide Teacher Opinion Poll conducted by the National Education Association was sent to 2,148 of the nation's approximately 2,185,000 public school teachers. The response rate to the poll was 82.7 percent. In this report the analysis of the responses are grouped according to the following topical areas: (1) teacher demographics; (2) general education; (3) class size; (4) education of the handicapped; (5) student discipline/violence; (6) funding of education; (7) standardized tests; (8) retirement benefits; (9) national research priorities; (10) discrimination against teachers/students; (11) national issues; and (12) licensing of teachers. (JD)

ED 178 534 SP 015 068

Stoltz, Robert E.

Teacher Education and Certification: State Actions in the South. Including... 1979 Legislative Developments. Recommendations for State Plans.

Southern Regional Education Board, Atlanta, Ga.

Pub Date-79
Note-22p.
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 ($1.50)
Pub Type- Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, Competence, *Educational Improvement, Educational Responsibility, *Southern States, State Legislation, Student Teaching, *Teacher Certification, *Teacher Education, *Test Interpretation

A variety of approaches taken by five Southern states toward the improvement of teacher education programs are described. Particular attention is paid to the establishment of new standards for teacher certification. The use and misuse of testing devices in student teacher evaluation is discussed, and a case is made for the development of a comprehensive educational program involving school principals and other administrators in the preparation and evaluation processes. The state programs discussed are those of Georgia, Florida, North Carolina, South Carolina, and Louisiana. (LH)

ED 178 535 SP 015 070

Kelton, Beverly A.

Staff Development: More Than Improving Teaching?

Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-79
Note-10p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Resources, *Improvement Programs, Inservice Programs, *Needs Assessment, *Problem Solving, *Program Development, School Community Relationship, School Environment, Staff Improvement, *Teamwork

The described inservice program was designed to bring together teachers to collectively address overall school problems. The project was based upon the belief that school improvements could be best effected by providing teachers the opportunity to actively participate in the design and implementation of changes in school functioning. Emphasis was placed on helping the staff acquire skills in problem solving, goal setting, decision making, planning, information gathering, problem analysis, and resource identification. An example is given of a team of teachers who identified specific problems encountered by regular class teachers in dealing with mainstreamed students. Their recommendations are outlined, and subsequent improvement of the situation is described. (JD)

ED 178 536 SP 015 071

Policies & Criteria for the Approval of Teacher Education Programs & Institutions in Nebraska.

Nebraska State Dept. of Education, Lincoln.
Pub Date-79
Note-154p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Accreditation (Institutions), *Educational Policy, Program Design, Program Validation, State Departments of Education, *State Standards, *Teacher Education

This document contains the general policy statement of the Nebraska State Board of Education and the Nebraska Council on Teacher Education relative to effective programs of teacher education. Approved institutions, upon application for each program for which approval is being sought, are given approval of one year which may be extended upon the recommendation of the Nebraska College Approval Advisory Committee. Institutions seeking approval are evaluated in terms of the policies and criteria set forth in this statement. (JD)

Rule 21 Rules for the Issuance of Certificates and Permits to Teach, Counsel, Supervise and Administer in Nebraska Schools.

Nebraska State Dept. of Education, Lincoln.
Pub Date-77
Note-29p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Qualifications, *Counselor Certification, Specialization, State Legislation, *State Standards, *Supervisor Qualifications, *Teacher Certification
Identifiers-*Nebraska

State regulations for the issuance of certificates for teachers, counselors, administrators, and supervisors in the public schools of Nebraska are set forth. (JD)

ED 178 538 SP 015 075

Ashton, Dudley, Ed.
Dance Facilities. Revised 1979.
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
Pub Date-79
Note-31p.
Available from-AAHPERD Promotion Unit, 1201 16th St. NW., Washington, D.C. 20036 ($3.75)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Building Design, *Dance, Educational Facilities, Equipment Maintenance, *Equipment Standards, *Facility Expansion, *Facility Guidelines

Guidelines are offered for the building or adapting of space to create ideal dance facilities, and for equipping and maintaining the facility. (JD)

ED 178 539 SP 015 076

Altman, Stuart H., Ed. Blendon, Robert, Ed.

Medical Technology: The Culprit Behind Health Care Costs? Proceedings of the 1977 Sun Valley Forum on National Health.

Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-77
Note-320p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock # 017-026-00077-1, $5.50)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Cost Effectiveness, Health Services, Hospitals, *Laboratory Technology, *Medical Research, *Medical Services, Operations Research, Public Policy, *Research Utilization, Technological Advancement

This publication reports on the proceedings of a symposium convened for the purpose of examining the relationship between medical technology and health care costs. The proceedings of this symposium are comprised by a series of papers that were presented at the conference covering a variety of topics, including statistical evidence of the relationship between health care costs and medical technologies, case studies on the development, introduction and use of technology, and recommendations concerning relevant public policy issues. (JD)

ED 178 540 SP 015 077

Anderson, Linda M.

Classroom-Based Experimental Studies of Teaching Effectiveness in Elementary Schools.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-UTR&D-R-4102
Pub Date-79
Contract-OB-NIE-G-78-0216
Note-53p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Class Management, Classroom Environment, *Classroom Observation Techniques, *Educational Research, Effective Teaching, Evaluation Methods, *Research Methodology, *Teacher Behavior

Three recent large-scale experimental studies have built on a data base established through several correlational studies of teaching effectiveness in elementary school. These three studies have in common a treatment that addresses several routine teaching tasks and suggests some principles and techniques for effectively fulfilling those tasks. All three studies yielded results indicating that the treatment teachers did use many of the behaviors suggested to them and that their students had higher adjusted achievement scores. In this article, the three studies are reviewed and suggestions are made about future experimental studies of teaching effectiveness. (Author/JD)

ED 178 541 SP 015 078

Evertson, Carolyn M. Anderson, Linda M.
Beginning School. R&D Report No. 6007
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-OB-NIE-G-78-0216
Note-18p.; For related document, see SP 015 079
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, *Class Management, Classroom Environment, Effective Teaching, Elementary Education, *Leadership Styles, *Orientation, Student Behavior, *Teacher Behavior

Differences in management and organizational skills of effective and less effective classroom managers are presented. Findings are drawn from extensive observations of 28 third-grade teachers who were observed from the beginning of the school year. Findings suggest that teachers who are successful managers arrange to prevent problems from occurring and that the establishment of useful routines begins early in the year. (Authors)

ED 178 542 SP 015 079

Emmer, Edmund T. Evertson, Carolyn M.
Effective Classroom Management at the Beginning of the School Year.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Pub Date-79
Note-53p.; For related document, see SP 015 078
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Behavior Patterns, *Class Management, Classroom Environment, Effective Teaching, Elementary Education, *Leadership Styles, *Orientation, Student Behavior, *Teacher Behavior, Teacher Characteristics

The crucial importance of beginning-of-the-year activities in establishing good behavior patterns in the elementary classroom is asserted. Observations were made of two groups of teachers who were very different in management effectiveness throughout a school year. A number differences between the two groups' first- day and beginning-of-the-year activities were noted. Examples of the behavior of these teachers are presented with discussions on observed student reactive behaviors. It is concluded that effective classroom organization and management during the year can be predicted from the first several weeks of the school year. (JD)

ED 178 543 SP 015 080

Doyle, Walter
How Do Teaching Effects Occur?
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-UTR&D-R-4101
Pub Date- 79
Contract-OB-NIE-G-78-0116
Note-44p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Classroom Environment, Effective Teaching, *Learning Processes, *Student Behavior, *Task Performance, *Teacher Behavior, Teacher Improvement

This report contains an analysis of the mechanisms that connect teaching processes to student achievement and the circumstances contributing to the establishment of treatment conditions in classrooms. The first section is focused on the way in which academic tasks operating in a classroom influence the quality of student learning. The second section is directed to the consequences for students of four types of academic tasks and probable student reactions to these task structures. It is suggested that students develop strategies for managing the degree of ambiguity and risk inherent in classroom tasks. Special attention is given to the way in which attempts to achieve cooperation influence teacher planning and decision making. Implications of this analysis are drawn for interpreting teaching effectiveness data, planning preservice and inservice teacher education, and designing instructional improvements. (JD)

ED 178 544 SP 015 081

Klassen, Frank H. And Others

Guidelines Toward Implementation of Multicultural Teacher Education.

American Association of Colleges for Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-NIE-R-78-0015
Note-36p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accreditation (Institutions), *Admission Criteria, *Curriculum Design, Educational Resources, *Faculty Development, Governance, *Multicultural Education, *Program Development, *Program Evaluation, Student Evaluation, Teacher Education, Teacher Educators

This document provides a set of guidelines to be used in planning and evaluating multicultural teacher education programs. They are divided into the following six categories: (1) governance of teacher education programs; (2) design and content of curricula for preservice teacher education programs; (3) competence and utilization of faculty; (4) admission and retention of students; (5) resources and facilities for teacher education programs; and (6) evaluation of program and graduates. (JD)

Mortenson, Robert A. Grady, Michael P.

Collaborate Decision-Making Model for Inservice Education.

Pub Date-79

Note-12p.; Paper presented to the American Association of Colleges for Teacher Education (Chicago, Illinois, February 27-March 2, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cooperative Planning, Decision Making, *Demonstration Programs, Educational Coordination, *Inservice Teacher Education, *Interinstitutional Cooperation, *Program Design, Program Effectiveness, Program Evaluation, *Teaching Models

Increased attention to inservice teacher education needs has isolated four major structural dimensions associated with the design of effective inservice programs. The INSERVICE TEACHER EDUCATION REPORT I: ISSUES TO FACE (ISTE) explicates an early model of program construction, utilizing these four concepts. Governance, concerned with the collaborative efforts among various individuals, institutions, and agencies, may be dealt with on the levels of university, school district, program, center, and individual teacher concerns. The modal dimension delineates and systemizes the variety of ways in which inservice education can be presented. Among them are job-embedded, job-related, credential-oriented, professional-organization-oriented, and self-directed approaches. The delivery dimension of the ISTE model involves the appropriate presentation of training to interested teachers and parties. The substantive dimension refers to both the method of presentation and the course content itself. This paper suggests a model for developing inservice teacher education programs from these organizational elements directed intensively towards a cooperative effort between various educational agencies and institutions. (LH)

ED 178 546 TM 007 132

Hartsough, Carolyn S. And Others

The Validation of a Nonintellectual Assessment Procedure for the Early Screening of Gifted and EMR Pupils.

Educational Testing Service, Princeton, N.J.
Spons Agency-California State Dept. of Education, Sacramento.
Report No.-ETS-PR-77-15
Pub Date- 77
Grant-76-64-G
Note-57p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academically Gifted, Academically Handicapped, *Behavior Rating Scales, Culture Free Tests, *Educable Mentally Handicapped, *Informal Assessment, Intelligence Quotient, Peer Evaluation, Primary Education, *Screening Tests, Self Evaluation, Student Evaluation, Test Bias, *Test Validity

The validity of a screening process for the early identification of gifted and educable mentally retarded children was examined. The process was originally developed by Lambert and Bower, for the identification of learning handicaps. Twenty-five kindergarten and first grade classrooms were studied. The information collected included the teacher, peer, and self ratings in the screening process, a measure of aptitude, and student characteristics sex, socioeconomic status, ethnic group, and bilingual status. Objectives were to: study the feasibility of using the assessment materials for initial screening of gifted and of educable mentally retarded pupils; extend teachers' understanding of the emotional and academic needs of their students; and compare the effectiveness of the assessment process with existing information which might be used for screening purposes. Results indicated that: (1) the screening materials tended to ``overpredict'' or include too many children as candidates for program placement when compared to IQ scores; (2) teachers tended to ``underpredict'' or exclude too many children as candidates for program placement when compared to IQ scores; and (3) the screening materials appeared to be less vulnerable to socioeconomic status and ethnic or bilingual background than IQ scores. (Author/GDC)

ED 178 547 TM 007 825

Rupnow, Allan A.

A Sixteen Item Trait Anxiety Scale for Children and Children, Physiological Sweating, Teaching Approaches and Anxiety. Research Reports, Volume III, Issue IV.

Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.
Pub Date-May 78
Note-30p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Anxiety, Competition, Intermediate Grades, *Measurement Techniques, *Physical Activities, *Physical Education, Problem Solving, Psychomotor Skills, Sex Differences, Student Attitudes, Teaching Techniques, Test Validity
Identifiers-*Palmar Sweat, *Physical Education Anxiety Scale for Children, Trait Anxiety

Two research reports are included in this document. The first is a study of children's anxiety. A sixteen-item trait anxiety scale was used on a population of students in grades 4 through 6. The first ten items measured anxiety about making mistakes in performing physical education activities, and the remaining six items measured general anxiety. Results indicated that girls showed more anxiety than boys and that there was a high correlation between unskilled, unfit, and unmotivated children and anxiety. The second report is concerned with the relationship of children's sweating and anxiety to competitive and problem solving teaching techniques in physical education classes. Students in grades 4 and 5 were administered the 20-item Physical Education Anxiety Scale for Children (PEASC) to determine their anxiety levels about motor performance. A sweat bottle measure was used to determine the quantity of palm sweating. It was concluded that children sweated more under competitive conditions than under the problem solving method. There were no significant results for analyses of PEASC scores. (MH)

ED 178 549 TM 007 847

Woelfel, John C. And Others

A Preliminary Version of a Scale to Measure Sex-Role Attitudes in the Army. Research Memorandum 76-3.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Pub Date-Feb 76

Note-29p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, *Attitude Tests, Factor Structure, *Females, Males, *Military Service, *Questionnaires, Rating Scales, *Sex Role, Sex Stereotypes, *Test Construction, Test Reliability, Test Validity

Identifiers-*Army, Test Length

To measure the sex role attitudes of Army personnel, an initial set of 174 items was developed. These items were administered to 721 soldiers at three Army installations; the sample consisted of 540 men and 181 women 401 of these were officers and 320 were enlisted personnel. Factor analysis of these 174 items indicated one strong factor traditional versus contemporary orientation toward women. Thirty-seven items loaded highly on this factor. From these 37 items, eighteen were selected to form the rating scale. In order to construct a second, shorter, attitude scale, seven of the 18 items were selected, based upon high item reliability (.70 to .80) and unambiguity. Reliabilities of the 18-item and 7-item scales were .88 and .78, respectively. Validity of the measures was supported by their correlations with other variables which would be expected to be related: sex, education, political beliefs, and parent and peer attitudes. Results of the field test with 721 soldiers indicated that women (as compared with men) and officers (as compared with enlisted personnel) held more contemporary attitudes toward women in the Army. (The 37-item scale is appended; the 18-item and 7-item versions are also listed). (GDC)

ED 178 548 TM 007 839

Swezey, Robert W. And Others

Criterion-Referenced Testing: A Discussion of Theory and Practice in the Army.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.-ARI-RM-75-11

Pub Date-Dec 75

Note-95p.; Appendices marginally legible

Pub Type- Reports - Research (143) - Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Criterion Referenced Tests, Evaluation Needs, Mastery Tests, *Military Training, Needs Assessment, Research Needs, *Test Construction, *Testing, Testing Problems, Use Studies

Identifiers-*Army

As the basis for developing a criterion referenced test (CRT) construction manual for the Army and for identifying potential research areas, a study was conducted which included a review of the technical and theoretical literature on criterion referenced testing and a survey of CRT applications at selected Army installations. It was found that the use of CRT's was limited, although some serious attempts were being made to develop and administer them. Progress was noted in such areas as equipment related skills, but little evidence of CRT development was found in soft skill'' areas or in team performance situations. There was general consensus that clearly-written CRT construction guides were needed. Difficulties were observed in CRT development and use: lack of task analysis data and well-defined objectives; inattention to prioritizing tasks; disregard for practical constraints; insufficient number of items in the item bank for alternate test forms and lack of item analysis techniques; omission of test reliability and validity studies; and lack of standardized testing conditions. (A lengthy bibliography and appendices, including the interview form, summary of types of individuals interviewed, and quantitative data gathered at each installation, are provided). (MH)

Annis, Linda Annis, David

A Normative Study of Students' Preferred Study Techniques.

Pub Date-Apr 79
Note-8p.; Paper presented at the annual meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, Cognitive Style, Higher Education, Individual Study, Intermediate Grades, Junior High Schools, *Reading Habits, *Reading Processes, Senior High Schools, *Study Habits
Identifiers-Note Taking

The Study Technique Questionnaire was administered to 914 students in grades 6-8, in grades 10-12, and in undergraduate school. The students were asked to describe, in detail, their preferred study technique for a fairly long reading assignment. The responses were reliably grouped into one of nine categories: read only; read and underline; read and take notes; read, underline, and take notes; read and underline or take notes; read and underline, take notes, or outline; read and outline; read and outline or underline; and read and form mental notes. Reading only was the most popular technique for 60% of the sixth-eighth grade students, 47% of tenth through twelfth graders, and 13% of undergraduate students. Reading and underlining was the first choice of 39% of the college students. The popularity of underlining and of note taking (combined with reading) greatly increased with increasing student age. The variety of techniques described also increased for older age groups. This variety may be explained by the increased level of student participation which is demanded by the more complex reading material, or by the fact that individual aptitudes, characteristics, and habits are more firmly established in older students. (GDC)

ED 178 551 TM 008 945

Anderson, Scarvia B.
Competency Testing: Some Unlearned Lessons.
Pub Date-Mar 79
Note-18p.; Paper presented at the Michigan School Testing Conference (Ann Arbor, MI, March, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Academic Standards, Basic Skills, Definitions, Educational Accountability, Elementary Secondary Education, Examiners, Fundamental Concepts, *Individual Differences, Interpersonal Competence, *Minimum Competency Testing, Negative Attitudes, *Political Influences, *Testing Problems, Testing Programs

In a speech on minimum competency testing, the author discusses four issues which are still unresolved. The first is the need to recognize the political overtones which gave impetus to the competency movement as a reaction against the perceived failures of the schools and teacher education institutions, rather than as a concern for student development and academic growth. The second issue is the lack of a clear definition of educational or social basic competency, due to different operational definitions of such concepts as affect vs. cognition; proficiency vs. performance; and knowledge vs. application. Thirdly, there is a need to recognize the attempt at egalitarianism which ignores individual differences, talents, or handicaps. Alternatives to a common set of standards in competency testing programs may be helpful. The fourth issue is the defensive stance taken by those involved in testing toward setting standards and teaching to the test, in the context of teaching students the skills and knowledge measured by the competency tests. Instead, it is important to recognize reality and to help educators design tests which are worth teaching and learning for. (MH)

ED 178 552 TM 008 993

Chapman, Paul Davis
Schools as Sorters: Testing and Tracking in California, 1910-1925.
Pub Date-8 Apr 79
Note-28p.; Paper presented at the annual meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Ability Grouping, Adoption (Ideas), Educational Change, Educational Philosophy, Educational Research, Educational Researchers, Elementary Secondary Education, Flexible Progression, *Group Intelligence Testing, Immigrants, Intelligence Differences, *Intelligence Tests, Public School Systems, Social Values, *Student Testing
Identifiers-*California, California (Oakland), California (Palo Alto), California (San Jose), Dickson (Virgil), Proctor (William V), *Terman (Lewis M), Young (Kimball)

This paper explores the reasons for the rapid adoption of intelligence tests by the public schools, and the historical relationship between testing and ability grouping or tracking. Case studies are presented of three California communities Oakland, San Jose, and Palo Alto between 1910 and 1925. These communities have been selected because they were pioneers in the use of intelligence tests; because they were associated with Lewis Terman and Stanford University; and because they were representative of urban communities in terms of size, socioeconomic status, and ethnic diversity (including large immigrant populations). Reasons for the rapid emergence of intelligence testing are suggested, followed by a review of Lewis Terman's work and philosophy. The case study of the Oakland schools describes the efforts of John W. McClymonds, Vinnie Hicks, Ellwood P. Cubberley, Fred Hunter, and Virgil Dickson. The San Jose case study describes the work of Kimball Young and Walter L. Bachrodt. The testing done by William V. Proctor is described in the case study of Palo Alto. These histories are said to support the suggested reasons for the rapid adoption of intelligence testing: testing technology, educational problems of the time, and social values which supported efficiency in tracking. (GDC)

ED 178 553 TM 009 480

Williams, Susan S.

Credit-by-Examination Results from Tests Administered at the University of Texas at Austin by the Measurement and Evaluation Center, 1975-1976, Special Report. SR-76-1.

Texas Univ., Austin. Measurement and Evaluation Center.

Pub Date-Aug 76

Note-68p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Credits, *Equivalency Tests, Higher Education, Institutional Research, Intellectual Disciplines, *Testing Programs, *Test Results, Undergraduate Study

Identifiers-*University of Texas Austin

In 1975-76, 26 institutionally administered tests gave students at the University of Texas at Austin the chance to earn credits for 52 lower division courses in 15 departments: anthropology, biology, chemistry, communication, English, French, German, government, history, Latin, mathematics, physics, psychology, Russian, and Spanish. Results were confined to those tests which were administered by the university's Measurement and Evaluation Center and scored at the university; tests administered and scored by national testing agencies were excluded. Most were departmentally developed; the remainder were College Board Achievement Tests or College Level Examination Program (CLEP) tests. Some of the tests were required for placement; others were optional. On 5,513 (40.8%) of these tests, students qualified for 35,316 semester hours of credit. The English department had the highest volume of institutionally-administered tests (30.6%); followed by Spanish (20.7%) and chemistry (15.6%). The Spanish department had the highest percentage of tests generating credit eligibility (85.7%), followed by French (80.5%) and government (65.3%). The other departments had at least a 50% failure rate. (CP)

Svensson, Lennart
The Context-Dependent Meaning of Learning. No. 82.
Gothenburg Univ. (Sweden). Inst. of Education.
Spons Agency-Swedish Council for Research in the Humanities and Social Sciences, Stockholm.
Pub Date-Mar 79
Note-21p.; Paper presented at the Annual Meeting Of the International Congress of the European Association for Research and Development in Higher Education (3rd, Klagenfurt University, Austria, January 2-6, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Conceptual Schemes, Definitions, *Environmental Influences, Individual Differences, *Learning, *Learning Characteristics, *Learning Theories, Research Needs

Although both the general public and research scientists intuitively understand the word learning, the meanings they assign to it vary. Nevertheless, there is too much concern about generalizing the meaning, and too little concern about learning context. Learning context is the internal, changing relation between individual and situation; it is the phenomenon of learning. Traditionally, research has isolated individual variables from situational variables, and has treated them externally, independent of context. Aptitude-treatment interaction research, in contrast, relates individual differences to variations in treatment. Results of different experiments will not be comparable if the context-dependent meaning of specific data on learning is not considered. (CP)

ED 178 555 TM 009 544

Benson, Jeri Wilson, Michael

A Comparison of Three Types of Test Development Procedures Using Classical and Latent Trait Methods.

Pub Date-Apr 79

Note-27p.; Paper presented at the annual meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Statistics, Complexity Level, Efficiency, *Factor Analysis, *Item Analysis, Mathematical Models, Senior High Schools, Standard Error of Measurement, Statistical Analysis, *Test Construction, Test Items, Test Reliability, Test Selection

Identifiers-*Item Discrimination (Tests), *Rasch Model

Three methods of item selection were used to select sets of 38 items from a 50-item verbal analogies test and the resulting item sets were compared for internal consistency, standard errors of measurement, item difficulty, biserial item-test correlations, and relative efficiency. Three groups of 1,500 cases each were used for item selection. First it was determined that, using a limit of 10 for mean square fit, there were 38 items that fit the Rasch model. Then the 38 items with the highest biserial item-test correlations were selected from the 50-item test, and the 38 items having the highest loadings on the first unrotated principal component were selected to make up the three item sets for comparison. There were 29 items common to all three sets. The 4,500 cases used for item selection were then randomly reassigned to three new samples to evaluate the three tests. The items selected by the Rasch method resulted in the most difficult and least internally consistent test, but all differences were small. Lord's procedures for approximating relative efficiency also showed the three tests to be quite similar over most of the score range. (CTM)

ED 178 556 TM 009 545

Benson, Jeri

A Comparison of the One-and Three-Parameter Logistic Models on Measures of Test Efficiency.

Pub Date-Apr 79

Note-27p.; Paper presented at the annual meeting of the National Council on Measurement in Education (San Francisco, CA, April 9-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Statistics, Computer Programs, Costs, *Efficiency, *Item Analysis, Mathematical Models, Senior High Schools, Statistical Analysis, *Test Construction, Test Items, Test Reliability

Identifiers-*Rasch Model, *Three Parameter Model

Two methods of item selection were used to select sets of 40 items from a 50-item verbal analogies test, and the resulting item sets were compared for relative efficiency. The BICAL program was used to select the 40 items having the best mean square fit to the one parameter logistic (Rasch) model. The LOGIST program was used to select the 40 items with the highest discrimination parameter. Selection was based on two independent samples of 2,500 randomly assigned from a group of 5,000. The set of items selected by the three-parameter program was somewhat more difficult than the set selected by the one-parameter program, but 31 items were common to both sets and there were no other significant differences. The relative efficiency of the two sets of items showed no real differences. It was concluded that both programs tended to select the better items from a well developed item pool, but that the LOGIST program required considerably more computer time. (CTM)

ED 178 557 TM 009 547

Manning, Winton H.

Educational Research, Test Validity and Court Decisions.

Pub Date-Apr 77

Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, NY, April 4-9, 1977)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Competitive Selection, *Court Litigation, Federal Court Litigation, *Occupational Tests, *Personnel Selection, Predictive Validity, Standardized Tests, Standards, Supreme Court Litigation, Test Bias, Testing Problems, *Test Validity

Identifiers-Construct Validity, Content Validity, *Criterion Validity, Equal Employment Opportunity Commission, Federal Executive Agency

A review of court cases, involving the use of various standardized tests, highlights the kinds of test validity and the interpretation by the courts of test fairness in setting personnel selection standards. Guidelines established by the Equal Employment Opportunity Commission (EEOC) are shown to support the use of predictive validity in test-related litigation, while the Federal Executive Agency Guidelines on Employee Selection recognize several other validity models, such as content and construct validity; the acceptance of appropriate measures of training success as criteria in validation studies; a focus on the impact of the totality of the selection process; and an awareness that its guidelines are principles designed to assist people. Court cases discussed include Armstead v Starkville; Tyler v Vickery; U.S. v State of North Carolina; and Washington v Davis. The viewpoint highlighted in this paper supports a broader perspective on test validity models and the need to reconceptualize the theory of test validation so as to balance an emphasis on statistical evidence with the ongoing process of scientific inference. (MH)

ED 178 558 TM 009 565

Pierson, Dorothy A.

Aptitude and Reading Tests for Consideration in Designing a Screening and Diagnostic Test Battery.

Pub Date-May 79
Note-31p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aptitude Tests, Content Reading, *Diagnostic Tests, *Educational Diagnosis, Institutional Role, Postsecondary Education, Program Coordination, Reading Comprehension, Reading Skills, *Reading Tests, Screening Tests, Study Skills, *Technical Institutes, *Testing Programs, Test Selection, Vocabulary Skills
Identifiers-Connecticut

Aptitude and reading tests to be administered to technical college students are discussed in considering the design of a screening and diagnostic test battery. Diagnosis is condidered as a series of sequential steps: screening; testing; individualized program planning; program implementation; and investigation of the causes of reading difficulty. Reading skills necessary for successful functioning are discussed: comprehension in the context areas; vocabulary; comprehension; reading rate; and study skills. Test selection for inclusion in the test battery is based on the identification of the skills considered necessary for academic achievement. Guidelines for examining test characteristics are discussed: general nature of the test, such a kind of test, validity data, test forms, testing time, directions for administration; norm group; kinds of scores; and nature of the information provided by the test. To implement a diagnostic and screening program, three measures are recommended: (1) program coordination by a certified reading consultant; (2) an institutional commitment to the students who cannot attain acceptable skill development levels; and (3) resolution of such issues as administrative procedures, services offered, communication links, and evaluation methods and recordkeeping. A list of aptitude and reading tests is appended for potential inclusion in the battery. (MH)

ED 178 559 TM 009 599

Luftig, Jeffrey T. And Others

New Hampshire's Vocational Program Evaluation System. Manual I: Process Evaluation.

New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord.

Pub Date- 76

Note-183p.; For related document, see TM 009 600; Figure 1, Page 3, was removed prior to filming because of small print size

Pub Type- Reports - General (140) - Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Academic Achievement, Academic Standards, Community Role, *Evaluation Criteria, Evaluation Methods, *Formative Evaluation, Job Skills, Postsecondary Education, *Program Evaluation, Program Improvement, Program Planning, *Questionnaires, State Programs, Student Evaluation, Student Needs, *Vocational Education

Identifiers-New Hampshire

The New Hampshire Vocational Program Evaluation System (VPES) is designed to: (1) provide program improvement information; (2) provide information on local program effectiveness to aid in designing improvements; and (3) aid in complying with 1976 federal vocational education legislation. The evaluation system is divided into two components: formative and summative evaluation. The formative evaluation volume is concerned with gathering program improvement data, information on planning and operational processes, and results of student achievement at the local level. Instrumentation and related instructions for program concultants and local educational agency staff are included. The process evaluation sequence is charted: identification of programs for evaluation; program self-evaluation; on-site evaluation; final exit conference; and post-visit activities. On-site program evaluation procedures are meant to insure that vocational instruction meets the needs, interests, and abilities of students; satisfies the requirements of the occupation in which training is offered; meets the needs of the community in terms of the number of students placed; and meets the minimum standards required for operation of vocational education programs. (Evaluation forms comprise over one-half of this manual). (MH)

ED 178 560 TM 009 600

Luftig, Jeffrey T. And Others

New Hampshire's Vocational Program Evaluation System. Manual II: Product Evaluation.

New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord.

Pub Date- 76

Note-56p.; For related document, see TM 009 599; Figure 1, page 3, was removed prior to filming because of small print size

Pub Type- Reports - General (140) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement, Data Collection, Employers, *Evaluation Methods, Occupational Surveys, Postsecondary Education, *Program Evaluation, Program Improvement, Program Planning, Questionnaires, State Programs, Student Characteristics, *Student Employment, Student Evaluation, *Summative Evaluation, *Vocational Education, *Vocational Followup, Work Experience

Identifiers-New Hampshire

The New Hampshire Vocational Program Evaluation System (VPES) is designed to: (1) provide program improvement information; (2) provide information on local program effectiveness to aid in designing improvements; and (3) aid in complying with 1976 federal vocational education legislation. The evaluation system is divided into two components: formative and summative evaluation. The summative evaluation volume is concerned with gathering program improvement data and specific information related to the results of student employment success. The employment evaluation phase is designed to provide answers concerning program graduates, dropouts, and transfers; sex and racial and ethnic origin of each student; length of time each student was enrolled in the program; follow-up on students' additional training, employment status, job history; and students' evaluations of the program; employers' background; and evaluation of students from the program. (Letters used to conduct the followup and forms for the summative evaluation are included). (MH)

ED 178 561 TM 009 692

Eckland, Bruce K. Wisenbaker, Joseph M.

National Longitudinal Study: A Capsule Description of Young Adults Four and One-Half Years After High School. Sponsored Report Series.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency-National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.-RTI/884/51-01-S

Pub Date-Feb 79

Contract-OEC-0-73-6666

Note-43p.

Pub Type- Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Attendance, Educational Discrimination, Educational Opportunities, Employment Patterns, Equal Education, Family Status, *Followup Studies, Graduate Study, *Graduate Surveys, *High School Graduates, Marital Status, *National Surveys, *Participant Characteristics, Participant Satisfaction, Persistence, Postsecondary Education, Racial Discrimination, Religious Organizations, Senior High Schools, Sex Discrimination, Work Experience

Identifiers-*National Longitudinal Study High School Class 1972

The third follow-up survey of the National Longitudinal Study (NLS) of the High School Class of 1972 was conducted from October, 1976 to May, 1977. From the data gathered, some of the following observations were made: (1) postsecondary school attendance declined from 54 to 25 percent from 1972 to 1976; (2) 39 percent of students who started academic programs in 1972 had obtained a bachelor's degree; 26 percent were still enrolled, and 35 percent had dropped out; (3) only 20 percent of those with bachelor's degrees had enrolled in graduate or professional school; (4) 72 percent were working either full or part-time, 9 percent were unemployed, and 19 percent were not in the labor force; (5) 36 percent of the men and 53 percent of the women were or had been married; (6) more persons belonged to a church than to any other voluntary organization; (7) respondents claimed to have experienced little sex discrimination in education; many blacks and Hispanics felt they had experienced racial discrimination in education, although more felt they had been given special advantages because of their race; and (8) nearly two-thirds believed their high schools should have emphasized vocational programs and practical work experience more. (MH)

ED 178 562 TM 009 694

Roid, Gale Haladyna, Tom

A Review of Item Writing Methods for Criterion-Referenced Tests in the Cognitive Domain.

Pub Date-Oct 78
Note-42p.; Paper presented at the Annual Meeting of the Military Testing Association (Oklahoma City, OK, October, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Tests, Behavioral Objectives, *Cognitive Objectives, *Cognitive Tests, Computer Programs, Concept Formation, Course Content, *Criterion Referenced Tests, Guidelines, Linguistic Patterns, *Test Construction, Test Items
Identifiers-Computer Assisted Test Construction, *Domain Referenced Tests

Item writing methods for criterion referenced tests in the cognitive domain are reviewed. The methods are classified on a continuum from informal-subjective to automated-objective. Examples of approaches to improving instructional objectives are given. Domain-based tests are derived from content specifications and five approaches are described: (1) item forms; (2) linguistic-based approaches; (3) facet theory; (4) concept-based testing; and (5) computer-based methods. Rules which govern item construction and which specify the structure, format, and some of the wording are called item forms. Linguistic-based items are based on directions to the item writer on how to rearrange segments of the instruction to obtain a certain item type. Facet theory is viewed as a way to develop a population of items representing the domain of instruction. Concept-based testing is used to test a student's understanding of a concept by checking for generalization to new examples and discrimination of non-examples. Computer systems for creating domain-based criterion referenced tests are available. Areas for improvement are described as the definition of domains and creation of item-writing algorithms, both at the conceptual and factual levels. Bibliographic citations are appended. (MH)

ED 178 563 TM 009 696

Danielson, Gary Haupt, Edward J.

Errors on Unit Quizzes Predict Midterm Scores in a PSI Course.

Pub Date- 77
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Achievement Tests, Correlation, *Course Content, Criterion Referenced Tests, Higher Education, *Individual Differences, Individualized Programs, *Mastery Learning, *Predictive Ability (Testing), Scores, Undergraduate Students
Identifiers-Bloom (Benjamin S), *Personalized System of Instruction

Bloom has looked to mastery learning, exemplified by the Personalized System of Instruction (PSI), to reduce individual differences in posttest performance, such as final grades and midterm examination scores. While PSI courses have raised overall performance, there has been little examination of individual differences in these courses. Data from an undergraduate PSI course in educational psychology were analyzed for the relation of errors on unit quizzes to midterm examinations and final performance. The midterms and finals were constructed of the same questions used in unit quizzes, but not all questions had been seen by all students. Errors on unit quizzes were most closely related to midterm and final exams. Bloom's model was only supported when single units or the number of attempts at mastery were studied. The model was not supported when total errors leading to mastery were used. Several scatter plots showed that a critical percentage of unit quiz errors led to sharply increasing dropoffs of midterm scores. Questions which were new to students were more affected by total error level. Bloom's model applies best to students who make few errors in achieving mastery. More effort needs to be directed to the students who make many errors. (Author/MH)

ED 179 564 TM 009 697

Roid, Gale And Others
A Comparison of Methods for Transforming Sentences into Test Questions for Instructional Materials. Technical Report Advanced Research Projects Agency (DOD), Washington, D.C.
Spons Agency-Navy Personnel Research and Development Center, San Diego, Calif.
Pub Date-28 Feb 78
Contract-MDA-903-77-C-0189
Note-50p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Algorithms, *Criterion Referenced Tests, Higher Education, Item Analysis, *Multiple Choice Tests, Prose, *Questioning Techniques, Science Tests, Senior High Schools, Structural Analysis, *Test Construction, *Test Items
Identifiers-Test Format

Several measurement theorists have convincingly argued that methods of writing test questions, particularly for criterion-referenced tests, should be based on operationally defined rules. This study was designed to examine and further refine a method for objectively generating multiple-choice questions for prose instructional materials. Important sentences were selected from a prose passage in a science text and these sentences were transformed into questions. Several variations of sentence transformation rules were used to create tests given to 273 college and high school students before and after they read the passage. Item difficulties (percent correct) for each type of item formed the basic data of the study. The study concluded that the method of selecting the question word'' (a noun or adjective) in the sentence has a crucial role in determining the pattern or pretest and posttest item difficulties of the resulting question. Also, the methods of item writing used in the study were found to be feasible and to be free from the item-writer differences that typically are found in traditional item-writing methods. (Author)

ED 178 565 TM 009 706

Hyman, Ronald T.

Using Insights from Game Theory in Evaluating Tenured Teachers.

Pub Date-27 Apr 79
Note-19p.; Paper presented at the Annual Meeting of the New Jersey Educational Research Association (1st, East Brunswick, NJ, April 27, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Strategies, Conflict Resolution, Decision Making, Elementary Secondary Education, *Game Theory, *Inservice Teacher Education, *Motivation Techniques, Problem Solving, Public School Teachers, Reinforcement, *Teacher Administrator Relationship, *Teacher Improvement, Teacher Motivation, *Teacher Workshops, Tenure
Identifiers-New Jersey

Using game theory as a model, suggestions are made to improve tenured public school teachers' individualized professional improvement plans. Seven basic concepts are discussed: (1) the game concept, a situation which involves decision making by the participants; (2) strategy a plan for behavior under varied circumstances; (3) payoff the value of an action; (4) rules directions which structure the game; (5) information the data available; (6) coalition the temporary alliance among some players; and (7) timing the choice of when a strategy will be implemented. Based on the assumption that administrator teacher conflict is present in in-service education, the concept of payoff is discussed. Four types of payoffs are associated with teachers' workshops: reward for attendance; penalties for absence; temptation for defecting from the cooperative position; and sustaining the attending and cooperating position. Payoff charts for conflict situations are used to provide insights related to rational decision making; to emphasize key elements; and to encourage recognition of the dilemma between individual and group needs, and of the need for solutions. It is suggested that the current workshop game which teachers and administrators play must be reconceptualized; they must work cooperatively on a teacher improvement plan. Supervisors should implement a new payoff chart and demonstrate leadership by rewarding teacher improvement. (MH)

ED 178 566 TM 009 710

Merz, William R. Grossen, Neal E.

An Empirical Investigaiton of Six Methods for Examing Test Item Bias. Final Report.

Sacramento State Univ. Foundation, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 78
Grant-NIE-6-78-0067
Note-59p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Complexity Level, *Evaluation Methods, Factor Analysis, *Item Analysis, Mathematical Models, Simulation, Statistical Analysis, *Test Bias, *Test Items, Test Reliability, Test Results, Test Validity
Identifiers-Chi Square, Item Characteristic Curve Theory, One Parameter Model, Point Biserial Correlation, Three Parameter Model

Six approaches to assessing test item bias were examined: transformed item difficulty, point biserial correlations, chi-square, factor analysis, one parameter item characteristic curve, and three parameter item characteristic curve. Data sets for analysis were generated by a Monte Carlo technique based on the three parameter model; thus, four parameters were controlled: total score distributions, item difficulties, item discriminations, and guessing. Only the difficulty parameter was biased. Results indicated that transformed item difficulty had highest correlations with generated bias. The three-parameter item characteristic curve and the one parameter item characteristic curve were next highest, followed by factor analysis, then chi-square. Point biserial correlation functioned erratically. Results of the analysis were compared and recommendations were made on the use of each method. (Author/MH)

ED 178 567 TM 009 711

McDermott, Paul A. Watkins, Marley W.

Program STANDARD (Statistic of Conjoint Multiple Observer Agreement with a Standard).

Pub Date-79
Note-19p.
Pub Type- Non-Print Media (100) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classification, *Computer Programs, *Goodness of Fit, Nonparametric Statistics, Observation, Rating Scales, Reliability, Statistical Analysis, *Tests of Significance
Identifiers-Interrater Reliability, *STANDARD Computer Program

A computer program named Program STANDARD is presented and demonstrated. This program calculates the statistical significance of the overall agreement of the categorical assignments. The program is based on Light's statistic, G, for describing the conjoint agreement of many observers with correct or standard set of classifications on nominal scales. The present documentation includes a description of the program's purposes, input, output, language and processing, limitations and computational formulae. Also provided are instructions for preparing the job deck, a listing of the FORTRAN source deck, order of the card deck for computer processing, and a complete set of sample input and output data. (Author/CTM)

ED 178 568 TM 009 712

Egelston, Richard L.

Some Interesting Characteristics of Markov Chain Transition Matrices.

State Univ. of New York, Albany. Educational Research and Service Center.

Pub Date-25 Oct 78
Note-31p.; Paper presented at the annual meeting of the New England Educational Research Association (9th, Ellenville, NY, October 25, 1978); Revised May 13, 1979
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Matrices, *Probability Theory, Simulation, Statistical Analysis
Identifiers-*Markov Chain, Monte Carlo Method, Stochastic Processes

A Monte Carlo investigation of Markov chain matrices was conducted to create empirical distributions for two statistics created from the transition matrices. Curve fitting techniques developed by Karl Pearson were used to deduce if theoretical equations could be fit to the two sets of distributions. The set of distributions which describe the variance among the transition probabilities in the steady state condition was discovered to be a member of the Beta distribution family. The set of distributions for t, the statistic which describes the number of transitions required to reach the steady state condition, could not be fit to any known distribution function using the Pearson techniques. Empirical results agreed very closely with the theoretical predictions. (Three types of Markov chains regular, absorbing, and cyclic are discussed within the paper. Information relative to the percentage of occurence of each type of chain within the population of transition matrices is presented, along with a comparison of the occurence of each type within the samples of 5,000 and 20,000 matrices generated). (Author/CTM)

ED 178 569 TM 009 714

Veitch, William R.

An Application of the Rasch Model.

Pub Date-Mar 79

Note-10p.; Paper presented at the annual meeting of the Michigan School Testing Conference (Ann Arbor, MI, March, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cutting Scores, Educational Assessment, Intermediate Grades, *Item Analysis, Mastery Tests, Mathematical Models, Reading Tests, *Scoring Formulas, *Test Interpretation

Identifiers-Michigan Educational Assessment Program, *Rasch Model

The one parameter latent trait theory of Georg Rasch has two assumptions: that student abilities can be measured on an equal interval scale, and that the success of a student with a given item is a function of student achievement and item difficulty. The grade four Michigan Educational Assessment Program reading test was designed to measure nineteen objectives with 95 items (five items for each objective). Mastery for each objective was defined as four correct out of five. The data analysis for this study consisted of separately analyzing the total score on the 95 items and the mastery scores on the 19 objectives, and placing both scores on the same Rasch model score scale. A table is presented showing the raw test score ranges for those students with various mastery scores. The author concludes that Rasch scaled scores would have provided more information than the mastery approach. (CTM)

ED 178 570 TM 009 715

Ahmann, J. Stanley

A Speculative View of the Needs in Educational Measurement in Higher Education in the 1980s.

Pub Date- 79
Note-11p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, College Bound Students, Communication Problems, Criterion Referenced Tests, Educational Assessment, Educational Needs, Effective Teaching, *Evaluation Needs, *Futures (of Society), Higher Education, *Measurement Goals, *Needs Assessment, Norm Referenced Tests, Occupational Tests, Program Evaluation, *Student Testing, Test Interpretation, Test Results, Undergraduate Study

The focus of educational measurement in higher education in the 1980's is discussed: (1) better evaluation of student achievement; (2) improved communication of measurement results to various audiences; (3) evaluation of undergraduate educational programs; and (4) systematic assessment of the educational needs of college-bound students. In addition to the continued use of norm referenced tests, it is suggested that additional criterion referenced tests be developed, and that instructional goals and related subject matter be more closely defined. It is also recommended that item banks composed of thousands of test items be developed. Narrative reporting of test results is suggested as a means of improving the communication gap between test developers and faculty, students, and parents. Areas of evaluation of undergraduate programs are discussed: achievement measures of specific programs; occupational competency of students in professional programs, using written, oral, and performance tests; and evaluation of teaching effectiveness, rather than of teacher performance, partially based on student levels of achievement. To assess the needs of college-bound students, it is suggested that they be profiled as a distinct group, in a program similar to the National Assessment of Educational Progress. (MH)

ED 178 571 TM 009 718

Ory, John C. Brandenburg, Dale C.

Selection of Course Evaluation Items by High and Low Rated Faculty.

Pub Date-Apr 79

Note-27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 9-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Teachers, Course Evaluation, *Evaluation Criteria, Higher Education, *Item Banks Rating Scales, Student Evaluation of Teacher Performance, Teacher Characteristics, Test Construction, *Test Items, *Test Selection

Identifiers-*Computer Assisted Test Construction, Instructor and Course Evaluation System

CAFETERIA-type rating systems, modeled after the one developed at Purdue University, allow the instructors being evaluated to select those items which their students will use in evaluating the instructors. Such computer-assisted systems allow the instructor to tailor the evaluation to the particular instructional strategies used. This study investigated the influence of teacher characteristics and rating received on item selection. A total of 533 instructors rated both high and low by their students were classified according to subject discipline (agriculture, commerce, education, social sciences, physical sciences, humanities, and fine arts); and faculty rank/teaching experience. The item content (whether it referred to student, teacher, or course characteristics) was also examined. It was concluded that faculty, in general, selected items in a similar pattern, regardless of their academic rank or departmental discipline. Items pertaining to course management were most frequently selected, perhaps because teachers felt they were most likely to be able to improve in that area. The suggestion that teachers select items which will help them to receive a higher rating was not supported, since there were no statistically significant differences in item selection between high and low-rated faculty. (GDC)

ED 178 572 TM 009 720

Tabachnick, Barbara Gerson
Test Scatter on the WISC-R in Learning Disabled Children.
Pub Date-Apr 79
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, Elementary Secondary Education, Intelligence Differences, *Intelligence Tests, *Learning Disabilities, Norms, Performance Tests, *Scores, Sex Differences, Test Interpretation, *Test Results, Verbal Tests
Identifiers-*Test Scatter, *Wechsler Intelligence Scale for Children (Revised)

Scatter on the revised Wechsler Intelligence Scale for children (WISC-R) was evaluated for 105 learning disabled (LD) children. Scatter was defined as range of scaled scores on: (1) five regular verbal tests; (2) five regular performance tests; and (3) all 10 regular subtests. Pairwise combinations of 11 subtests were also evaluated for deviations in scaled scores. A discrepancy of 3 or more points was defined as significant deviation. A significantly greater range of scaled scores over the 10 subtests was found for the LD sample as compared with the 1976 standardization sample for the WISC-R. On the separate major scales, LD children on the average showed greater range over performance, but not verbal scales. Pair deviations for LD children were generally similar to those of normative children Most notably, all pairs including coding showed greater deviation for LD children. Among LD children, differences in test scatter were associated with age, but not IQ or sex. LD children under 11 years showed a greater range of verbal scale scores than older LD children. All statistically significant differences were of small magnitude, so that test scatter, by itself, would not be recommended as a major diagnostic sign. (Author/GDC)

ED 178 573 TM 009 721

Steele, Catherine
Mohawk Language Checklist.
Salmon River School District, Ft. Covington, N.Y.
Pub Date- 79
Note-19p.; Best copy available
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Languages, Association Tests, Bilingual Students, *Check Lists, Intermediate Grades, *Language Tests, Pronunciation, Student Testing, Visual Measures, *Vocabulary Development, Word Lists
Identifiers-*Mohawk, *Mohawk Language Checklist

The Mohawk Language Checklist was developed for the intermediate grades, after the implementation of the Bilingual Education Act of 1968 increased the need for Mohawk language materials. It was designed to: (1) determine the need for bilingual instruction; (2) identify students needing bilingual instruction; and (3) determine the effectiveness of the instruction. Basic general Mohawk vocabulary was categorized. Students' progress was evaluated, using the checklist, under two categories: picture association and pronunciation. The Mohawk Language Checklist has four tests: introductory Mohawk; expanded oral vocabulary development; introductory reading; and introductory writing. Two other tests were designed to follow the Mohawk Language Checklist: the Mohawk Language Picture Association Tests (ML-PAT I and ML-PAT II). (The checklist is presented, in the English language, as well as instructions for testing). (MH)

ED 178 574 TM 009 722

Scott, Leigh S.

Texas Environmental Adaptation Measure: Adaptive Behavior in Sociocultural, Emotional Environments.

Pub Date-Sep 78

Note-18p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August 28-September 1, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), Age Differences, Anglo Americans, Blacks, Caucasians, Diagnostic Tests, Elementary Secondary Education, *Emotional Adjustment, Family Environment, *Individual Characteristics, *Interviews, Mexican Americans, Question Answer Interviews, Social Adjustment, *Socioeconomic Status, Standardized Tests, *Test Construction, Testing

Identifiers-*Texas Environmental Adaptation Measure

The Texas Environmental Adaptation Measure (TEAM), a four-part instrument, is designed to assess children's adaptive behavior as it relates to their sociocultural and emotional environments. TEAM is intended to determine the eligibility of these children for special education classes and to provide information for individualizing their instruction. TEAM is comprised of four parts: (1) two measures of children's social-emotional environment; (2) one personality measure; and (3) one measure of children's adaptive behavior. TEAM is administered as a one-hour home interview. The social environment measures are composed of sociocultural history and family dynamics sections. Six areas are investigated in the adaptive behavior section: autonomous activities, mechanical skills, play and recreation, communication and social skills, responsibility, and economic activity. The Adaptive Behavior Assessment of TEAM has been standardized on a random sample of 545 students from Corpus Christi, Texas. The sample represents males and females; ages 5 through 16; three ethnic/racial groups; and high and low socioeconomic status. (MH)

Kukuk, Cris R. And Others

An Analysis with Illustrations of Suppressor Variables in Social Science Research.

Pub Date-Apr 79
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Analysis of Variance, Correlation, Criteria, *Multiple Regression Analysis, *Predictor Variables, Research Design, Social Science Research, *Suppressor Variables

The purposes of this paper are to provide an explanation of the way in which suppressor variables operate in multiple regression, and to provide illustrations of their effects with actual social science data. Examples are reviewed in which one predictor accounts for more of the variance in the dependent variable when another predictor is included, and in which the last variable to enter in a stepwise regression equation accounts for more variance than the next-to-last variable. Examples include the following: (1) in predicting the number of doctors in an area from the number of hospital beds, the money spent on hospital facilities was a suppressor variable; (2) in predicting rural or urban preferences for location of the future practice of pharmacy students by its relationship with sex, age was a suppressor variable; (3) in predicting reading scores by a personality inventory, personal integration scores were a suppressor variable for the estheticism score; and (4) in the prediction of the larceny rate in certain census tracts, the robbery rate was a suppressor variable for a socioeconomic indicator. Analysis of variance may be used to clarify suppression. (Author/CTM)

ED 178 576 TM 009 731

Lockheed, Marlaine E. Stein, Sandra L.

The Status of Women's Research in Educational Publications. (Draft Copy).

Pub Date-Jul 79

Note-34p.; Paper presented at the Annual Midwestern Conference on Women and Education (3rd, Madison, WI, October, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Authors, *Educational Research, *Educational Trends, Federal Aid, *Females, Minority Groups, *Professional Recognition, *Scholarly Journals, Scientific Methodology, Sex Differences, Social Science Research, *Womens Education

Identifiers-Womens Journals

Sex differences in the content and authorship of articles published in major educational, women's and minority journals from 1973-1977 were examined. In that five-year period, research related to women in education accounted for approximately 10% of the research published in four major educational research journals (American Educational Research Journal, Journal of Educational Psychology, Sociology of Education, and Journal of Educational Measurement); 24% of the research published in two women's journals (Sex Roles and Psychology of Women Quarterly); and 6% of the research published in two journals dealing with minority education (Journal of Negro Education and Bilingual Review). No increase in the relative number of articles related to women and education published from 1973 through 1977 was found. Articles authored by women (but not necessarily about women's education) accounted for 9%, 59% and 17% of the research published in educational, women's and minority journals, respectively. No increase in the relative numbers of articles authored or co-authored by women from 1973 through 1977 was found. (A discussion of the relationship between publications and the status of women in educational research is included). (Author/GDC)

ED 178 577 TM 009 732

Langrehr, John And Others

Aptitude-Dimension-Interactions ADI's. Psychological dimensions within instructional treatments and their potential interaction with learners differing in verbal ability, field dependence and creativity.

Pub Date-Apr 79

Note-43p.; Paper presented at the annual meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Aptitude, *Classification, *Cognitive Style, Creativity, Curriculum Evaluation, Grade 9, *Instructional Materials, Instructional Media, Intelligence, Psychological Characteristics, Senior High Schools, Sex Differences, *Student Characteristics, Student Interests, Tests, Verbal Ability

Identifiers-Annehurst Curriculum Classification System, *Aptitude Treatment Interaction, Field Dependence Independence, *Langrehr Annehurst Materials Preference Scale

The psychological dimensions hypothesized to describe common instructional treatments and materials, and the relevant psychological characteristics assumed to describe students are discussed in their relationship to studies of aptitude-treatment interaction (ATI). The Annehurst Curriculum Classification System is described as a practical model that is currently available for ATI studies. It may be used to classify learning media as being high or low in experiential, intellectual, motivational, creative, emotional-personal, or social levels of content, design, format, application, or evoked responses. An experiment is described in which 96 ninth-grade students were tested for verbal ability, creativity, and field independence and then asked to express their preferences between pairs of contrasted items representing a variety of learning materials, the Langrehr Annehurst Materials Preference Scale (LAMPS). LAMPS consists of 33 items measuring 11 constructs. A factor analysis of the tests and scales resulted in six factors, and suggested that verbal ability and field independence were statistically significantly related to some of the performances measured by the scale. (Author/CTM)

ED 178 578 TM 009 737

Lowry, Stephen R.

The Effect of Misinformation on Item Discrimination Indices and Estimation Priorities of Multiple-Choice Test Scores.

Pub Date-Apr 79

Note-9p.; Paper presented at the annual meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Tests, Confidence Testing, *Guessing (Tests), Higher Education, *Item Analysis, *Multiple Choice Tests, *Response Style (Tests), Scores, *Scoring Formulas, Test Items

Identifiers-*Item Discrimination (Tests)

A specially designed answer format was used for three tests in a college level agriculture class of 19 students to record responses to three things about each item: (1) the student's choice of the best answer; (2) the degree of certainty with which the answer was chosen; and (3) all the answer choices which the student was certain were incorrect. Instances where the correct answer was identified as being incorrect were scored as instances of misinformation.'' Other items that were not answered correctly were scored as instances of ignorance.'' score was computed which was identified as being incorrect were scored as Another score was computed which was identified as true ability.'' It was concluded that the additional effort required to obtain estimates of misinformation and ignorance was not justified by item discrimination indices, but was justified in providing appropriate remediation for students, depending on whether the examinee had ignorance or misinformation. (Author/CTM)

Haertel, Geneva D. Talmage, Harriet

Parents, Teachers and Evaluators: A Partnership to Enhance Home and School Learning Environments.

Pub Date- Apr 79
Note-15p.; Paper presented at the annual meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Action Research, *Classroom Environment, College Faculty, Elementary Education, *Family Environment, Grade 3, Grade 6, Parent Participation, *Productivity, Reading Achievement, Research Projects, School Community Cooperation, School Integration, Success Factors, *Teaching Quality, *Time Factors (Learning)
Identifiers-Walberg (Herbert J)

Based on the Walberg educational productivity model which relates one quantifiable educational outcome to a range of inputs a research project was undertaken to determine the impact of school desegregation on the academic achievement of third and sixth grade students in a Chicago suburb. A four-phase cooperative effort was instituted, involving parents, school personnel, and university staff. Achievement test scores were used as the quantifiable outcome; and home environment, instructional quality, quantity of instruction, and classroom learning environment were selected as input productivity factors. The project was composed of four phases: research and theory building; development and testing; practical application of the findings; and extension and projection of the findings. Phase two was composed of five stages: (1) preparing the collaborative effort; (2) selecting variables associated with the productivity factors; (3) selecting instruments to measure each factor; (4) field testing the instruments; and (5) examining test results. In phase three, data analyses were used to explore better home and school intervention strategies. Phase four objectives were comprised of continuing cooperative relationships; providing home and school strategies; documenting effective strategies; and serving as a model for other school districts. (Preliminary findings and comments about action research are included.) (MH)

ED 178 580 TM 009 744

Cross, Chris

The Use of Title I Evaluation Data in Local Decision Making A Congressional Perspective.

Pub Date-12 Apr 79
Note-9p.; Paper presented at the annual meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Compensatory Education Programs, Educational Legislation, Educational Objectives, Elementary Secondary Education, *Evaluation Needs, *Federal Legislation, *Government Role, Government School Relationship, Interagency Cooperation, Needs Assessment, *Program Evaluation
Identifiers-*Education Amendments 1978, *Elementary Secondary Education Act Title I, General Accounting Office, Office of Education

The history of the inclusion of an evaluation component in Elementary Secondary Education Act Title I programs is reviewed, specifically the Education Amendments of 1978, or Public Law 95-561. This law requires yearly needs assessment of students in all eligible areas, as well as the identification of instructional areas and special needs of participating students. The impetus for the amendment came from two sources: The Lawyers Committee on Civil Rights Under Law, who dealt with needs assessment for the House Committee on Education and Labor, and Congressman James Buchanan, who advocated expansion of needs assessment to all eligible children. Much of the House committee report centered on a discussion of the General Accounting Office review of the 1975 Office of Education (OE) annual evaluation report: the need for OE to establish specific program objectives; the doubts as to whether RMC models would yield adequate data for state and local evaluation; a recommendation that the Office of Education review state and local program evaluation information, including consultation and cooperation with state and local education personnel; and recommendations that evaluation data be available to assist Congress prior to and during legislative proceedings and that OE engage in more frequent briefings (MH)

ED 178 581 TM 009 747

Bulcock, J. W. And Others
The Variance Normalization Method of Ridge [illegible]ression Analysis.
Pub Date-9 Apr 79
Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Correlation, Foreign Countries, Learning, Multiple Regression Analysis, Sampling, Secondary Education, *Statistical Analysis, Statistical Data
Identifiers-Canada, Multicollinearity, *Ridge Regression

The testing of contemporary sociological theory often calls for the application of structural-equation models to data which are inherently collinear. It is shown that simple ridge regression, which is commonly used for controlling the instability of ordinary least squares regression estimates in ill-conditioned data sets, is not a legitimate approach. This is because the minimum mean square error criterion procedure is stochastic; fails to satisfy the boundary condition; and is inadmissible because of a cyclical relationship between the biasing parameter, the inflated residual sum of squares, and the ridge estimator. A new criterion called variance normalization criterion of ridge regression is proposed which is shown to resolve most of the dilemmas associated with the minimum mean square error approach. The several advantages of the new criterion are illustrated through application of a model of school learning in Ontario, Canada high schools. (Author/CTM)

Camp, William G.
Development of An Attitude Scale for Vocational Research: A Systematic Approach.
Pub Date- 79
Note-13p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Objectives, *Attitude Tests, *Career Education, *Item Analysis, Student Evaluation, *Test Construction, Test Items

A procedural model is presented for the construction and validation of an attitude scale in vocational education; and the results of an instrumentation study using that model are discussed. The three-stage model is composed of: (1) stratification of the construct; (2) item construction and selection; and (3) item cluster analysis. In phase one, the following steps are used: defining the universe of the construct; listing the major components; subdividing each component thoroughly; editing to eliminate duplications and ambiguities; and submitting stratification for expert review. For phase two, the following procedure is used: building an item bank; insuring accuracy of meaning; editing the items; submitting items for expert review; administering the trial instrument; doing statistical analysis of the results and of the correlation of each item with all component subscores and with the total score; and selecting items for the final test form. For phase three, the procedure is composed of: administering the instrument to a second subset of the target population; computing item-to-subscore and item-to-total score correlations; and performing additional item-to-subscore correlations. (MH)

ED 178 583 TM 009 753

Rudner, Lawrence M. And Others

The Problem of Item Bias: A Comparison of Techniques. Final Report.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 79
Grant-NIE-G-78-0084
Note-62p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Analysis of Variance, *Comparative Statistics, Complexity Level, Factor Analysis, *Item Analysis, Simulation, *Test Bias, Test Items, Test Results
Identifiers-Chi Square Test, Item Characteristic Curve Theory, Item Discrimination (Tests), Monte Carlo Method

The psychometric rationales of six techniques for quantifying estimated item bias were reviewed: analysis of variance, transformed item difficulties, chi square, item characteristic curve theory, factor analysis, and distractor response analysis. The limitations and advantages of the approaches were described in terms of their underlying assumptions and psychometric soundness. By using Monte Carlo generated item response data, theis research also sought to determine the effectiveness, sufficiency and similarity of select biased item detection techniques. Experimental variables included: different proportions of bias for items in the item pool, different types of generated item bias, and different test lengths. The three parameter item characteristic curve (ICC) theory and the five interval chi-square techniques were found to produce satisfactory results under all test conditions. The transformed item difficulties technique was found to be sensitive to bias in item difficulty but insensitive to bias in item discrimination. The one parameter ICC theory technique was unsatisfactory under all conditions. (Computer program subroutines and bibliographic references are appended). (Author/CTM)

ED 178 584 TM 009 769

Pougiales, Rita Kempner, Ken

Evaluation of Ideology: A Case Study of Social Change.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-Apr 79
Note-46p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Beliefs, *Change Agents, *Change Strategies, Changing Attitudes, Educational Change, Evaluation Methods, Evaluators, Females, Goal Orientation, *Justice, Models, *Program Evaluation, Sex Fairness, *Social Change, *Social Values
Identifiers-Womens Educational Equity Act

A theoretical model and a case study are described to support the premise that the ideological levels of members of a social change project must be identified in order to assess their potential for inducing change and to evaluate that change. A conceptual model of the development of a social justice ideology is formulated, and is described as being most pertinent to change projects. The change agents' ideology is classified in one of three developmental stages. By understanding a member's concept of social justic, the potential extent of change is gauged. Three parallel characteristics of change groups are identified: the ideological basis of change; the intended outcomes in terms of social change; and the change techniques. Data used in developing the ideological model are based on a project evaluation, funded by the Women's Educational Equity Act (WEEA) to increase the number of female public school administrators within a particular state. It is suggested that evaluation should encompass not only the goals and outcomes of a project, but also the ultimate goals, the justification for those goals, and the manner in which the goals are attained. Also, it is advocated that evaluation methods include an assessment of ideological concepts and social justice. (MH)

ED 178 585 TM 009 771

Kreines, David C. Mead, Ronald J.

Equating Tests With the Rasch Model.

Pub Date-11 Apr 79

Note-17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 9-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Complexity Level, *Equated Scores, Goodness of Fit, *Item Analysis, Mathematical Models, Raw Scores, Statistical Analysis, Test Construction, Test Interpretation, Test Items

Identifiers-Rasch Model, *Rasch Scaled Scores, *Test Equivalence

An explanation is given of what is meant by ``sample-free'' item calibration and by ``item-free'' person measurement as these terms are applied to the one-parameter logistic test theory model of Georg Rasch. When the difficulty of an item is calibrated separately for two different samples the results may differ; but, according the the model, the estimated item difficulty is invariant except for an arbitrary constant. Test equating with the Rasch model is the process of determining this constant. Two methods of test equating are described and illustrated by simple numerical examples and by equivalent graphic figures. Common-person equating is done when the same group of persons takes two different tests. Since the persons are assumed to have the same ability regardless of which test they take, the scores on the more difficult test may have a constant added to make them equal to equivalent scores on the easier test. Common-item equating assumes that a given item has only one difficulty. When two tests contain some items, common to both then common item equating is appropriate. Any difference in the difficulty of the other items in the two tests may be adjusted by calibrating through the common items. Tests of the goodness of the fit of the data to the model are discussed (Author/CTM)

ED 178 586 TM 009 772

Letchworth, George A. And Others

Evaluation of Forward Observers.

Pub Date-Sep 78

Note-69p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979); Some Tables are marginally legible

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement, Anxiety, *Cognitive Style, Haptic Perception, Intelligence Quotient, Job Skills, *Military Training, *Performance Factors, Postsecondary Education, *Student Characteristics, Student Evaluation, *Task Performance, Visual Perception

Identifiers-Army, Field Dependence Independence, *Forward Observers

Performance of forward observer students from the Army Field Artillery School at Fort Sill, Oklahoma was investigated in relation to several learner variables. Learner variables were field dependent/independent cognitive style, visual/haptic perceptual style, trait anxiety, scores on the Lorge-Thorndike Intelligence Tests, and achievement scores on the Sequential Tests of Educational Progress. These learner variables were investigated in relation to forward observers' performance in locating a target when given a map in a field, as measured in three different testing situations. Results indicated that under certain circumstances, field dependence, anxiety, and intelligence quotient had an effect upon performance. Regression analysis indicated, however, that the learner variables only accounted for 20 to 30 percent of the total variance. (A learning task review indicated possible problems with present instructional procedures, and suggestions for more complete investigations into the instructional sequence were submitted. (Author/GDC)

ED 178 587 TM 009 773

Fremer, John

Critical Issues in Minimal Competency Testing.

Pub Date-Nov 78
Note-15p.
Journal Cit-The Researcher; v17 n1 Dec 1978
Pub Type- Journal Articles (080) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Standards, Basic Skills, Elementary Secondary Education, *Graduation Requirements, *Minimum Competency Testing, *National Competency Tests, *Program Development, Program Effectiveness, Public Opinion, School Districts, State Programs, Testing Problems, *Testing Programs

Issues associated with minimum competency testing are discussed: the national, state, and local context for MCT program development; MCT's potential impact; the use and development of MCT programs; and reactions to the testing programs. Presently, the federal role is described as limited to providing information, research support, and technical information, although some government officials support national competency standards. Most activity has occurred at the state level, with the emphasis on integrating testing programs which combine earlier testing of basic skills with periodic assessment during high school. Local school districts are also active, as exemplified by the Basic Skills Assessment program. The basic skills of reading, writing and mathematics are the focus of most MCT programs. Both positive and negative impacts will be experienced by students, teachers, schools, administrators, school boards, parents, potential employers, and test developers. Guidelines are offered for appropriate and inappropriate test use and for selecting and scoring tests. For those who favor MCT, a cautious approach to program development is recommended, using an advisory group composed of community members and educators; instituting a pilot program; and studying the results before setting standards and operationalizing a program. (MH)

ED 178 588 TM 009 778

Burrill, Lois E.

How a Standardized Achievement Test is Built. Test Service Notebook 125.

Psychological Corp., New York, N.Y.
Pub Date- 70
Note-7p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, Curriculum, Educational Objectives, Elementary Education, Field Studies, *Item Analysis, *National Norms, *Norm Referenced Tests, Sampling, *Standardized Tests, *Test Construction, Test Reliability, Test Validity
Identifiers-Harcourt Brace Jovanovich, *Testing Industry, Test Manuals

Procedures which are used by Harcourt, Brace Jovanovich, Inc., in developing achievement tests are described; these steps are suggested to be typical of major test publishers. A curricular analysis of fifth grade mathematics textbooks is presented, to illustrate the process which determines which skills and objectives are tested. The characteristics of acceptable test questions are briefly described, as are item banks and considerations regarding the physical format of the test. The national item analysis program is described as the trial administration of experimental test forms, which examines item difficulty, item discrimination, and grade progression in difficulty level. Procedures for norming are described, including selection of the standardization sample; and three types of norms are defined: grade equivalents, percentile ranks, and stanines. The test manual is said to provide information to the test user concerning test reliability, test validity, and standard error of measurement. (GDC)

ED 178 589 TM 009 779

Mitchell, Blythe C.

A Glossary of Measurement Terms. Test Service Notebook, 13.

Harcourt Brace Jovanovich, Inc., New York, N.Y. Test Dept.
Note-9p.
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Testing, *Measurement, *Psychological Testing, *Statistical Analysis, Testing, Vocabulary

This glossary of terms used in educational and psychological measurement is geared toward the non-specialist in measurement. Terms which are considered basic are defined, such as those used in test manuals or educational journals. Definitions are based on current usage in textbooks in the areas of educational and psychological measurement and statistics. Approximately 100 terms are defined. (MH)

ED 178 590 TM 009 787

Spence, Janet T. And Others

Negative Masculinity and Femininity: Neuroticism and Acting Out.

Pub Date-Aug 78

Note-14p.; Paper presented at the annual meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August 28-September 1, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Androgyny, Behavior Rating Scales, Correlation, *Depression (Psychology), Emotional Maladjustment, Higher Education, *Individual Characteristics, Personality Assessment, *Predictive Ability (Testing), Self Esteem, Sex Differences, Sex Role, *Sex Stereotypes, *Socially Deviant Behavior

Identifiers-Bem Sex Role Inventory, *Masculinity Femininity, Personal Attributes Questionnaire, *Social Desirability

Recent evidence indicates that masculine and feminine personality attributes have only minimal associations with many kinds of sex role preferences, behaviors and attitudes, and that both masculine and feminine traits are positively associated with valued characteristics. This study investigated the measurement of some socially undesirable traits eight which are generally considered to be masculine and eight which are feminine. Undergraduates were administered both positive and negative scales, as well as a measure of self esteem and interpersonal competence. Subjects also reported on their experiences in two areas of problem behaviors emotional/neurotic, and acting out (drugs, cheating, fighting). Conclusions included the following: (1) the lack of correlation between positive and negative scales indicated that they measured unique aspects of masculinity and femininity; (2) the negative scales were related to negative self esteem, and positive scales were related to positive self esteem; (3) the best predictor of neuroticism was low incidence of desirable masculine characteristics; (4) the best discriminator between high- and low-acting out was high incidence of undesirable masculine traits; and (5) undesirable feminine traits were associated with both types of behavior problems. (A list of the 16 traits is included). (GDC)

ED 178 591 TM 009 792

Kohr, Richard L., Comp. And Others
Getting Inside the EQA Inventory: Grades 5, 8, and 11. Revised 1978.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Quality Assessment.
Pub Date-79
Note-79p.; For related documents, see ED 103 468 and ED 109 199
Pub Type- Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Achievement Tests, Affective Objectives, Affective Tests, Basic Skills, Cognitive Objectives, *Educational Assessment, *Educational Quality, Elementary Secondary Education, Grade 5, Grade 8, Grade 11, Item Sampling, Measurement Goals, State Programs, *Test Construction, *Testing Programs, Test Reliability, *Test Validity
Identifiers-*Educational Quality Assessment Inventory, Pennsylvania, Test Length

This guide begins with a series of questions and answers which introduce Pennsylvania's Educational Quality Assessment (EQA) Inventory as a 188-to 190-item multiple choice test for fifth, eighth, and eleventh grades. Items are selected from a 400-item bank using matrix sampling procedures. Test results are analyzed at the school level; no individual student profiles are given. Ten goals underlying the EQA are presented, with the rationale for the goal, measurement rationale, descriptions of the items, and brief summaries of validity studies. The goals are: (1) self esteem; (2) understanding others; (3) basic skills; (4) interest in school and learning; (5) citizenship; (6) health; (7) creative activities; (8) career awareness; (9) appreciating human accomplishments, and (10) information usage. Sections are also included on measurement safeguards; designing an assessment package; matrix sampling testing design; and test reliability. (GDC)

Mauch, James Cann, Kenneth
Evaluation of the Interamerican Center for Teaching Statistics (CIENES).
Pub Date-Apr 79
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Course Evaluation, Developing Nations, Educational Needs, Evaluation Criteria, Evaluation Methods, Foreign Countries, Graduate Study, Higher Education, *Institutes (Training Programs), *Institutional Evaluation, *Organizational Effectiveness, *Statistics
Identifiers-*Inter American Center Teaching Statistics (Chile), Latin America, Organization of American States

The Inter-American Center for the Teaching of Statistics (CIENES), Santiago, Chile an educational unit of the Organization of American States (OAS) was evaluated. Elements which were assessed included operating costs and program results; methods of meeting user needs more effectively; identification of possible duplication; and ways in which CIENES might operate more effectively and efficiently. The following evaluation methods were used: (1) document analysis; (2) interviews with students and graduates of the organization, and officials in agencies, universities, and international organizations knowledgeable about CIENES; (3) analysis of budgets and other financial documents; (4) evaluations by the heads of statistical services of the governments which are members of OAS; and (5) meetings with OAS officials. Conclusions which were reached indicated a high-quality program and adequate physical plant and equipment; weaknesses in budgeting and operating costs control; some program duplication; and the need for more administrative and fiscal autonomy. Recommendations were made to encourage CIENES graduates to provide technical assistance to help nations develop local national institutional capacities in training their own statisticians, and to solve some of the perceived weaknesses. (MH)

ED 178 593 TM 009 797

Kampe, Lynnette Walker, Clinton B.

Criterion-Referenced Tests and Other Objective-Based Tests.

California Univ., Los Angeles. Center for the Study of Evaluation.

Report No.-CSE-WP-27

Pub Date-Jan 78

Note-24p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Criteria, *Criterion Referenced Tests, Elementary Secondary Education, *Test Reviews, *Test Selection

Identifiers-*Objective Referenced Tests, *Test Bibliographies

The Center for the Study of Evaluation (CSE) compiled a catalog of existing criterion referenced tests (CRT) and other objectives-based tests for use in kindergarten through grade 12. CSE consulted publishers' catalogs, bibliographies, and test lists, and conducted computer searches of the Educational Resources Information Center (ERIC) and Psychological Abstracts databases. Criteria for inclusion of criterion-referenced tests were: test availability; test's independence from a specific instructional program or curricular package; tests originally designed to indicate mastery or absolute level of performance; tests built on specific objectives; test items keyed to objectives; and scores provided for each objective. Excluded from the list of CRTs were tests which would have to be duplicated locally; checklists of observable behavior; developmental or customized versions of tests; and tests with only one item per objective. (There are two sets of test materials in the catalog: one listing criterion referenced tests, including title, publisher, and intended school level; and the second, listing objectives-based tests, including item banks, program-embedded tests, and custom-made CRT services. (MH)

ED 178 594 TM 009 799

McDaniel, Ernest D. Bustamante, Jorge I.

A Comparison of Mexican and United States Children's Self-Concept Scores.

Pub Date-Jul 79

Note-33p.; Paper presented at the Interamerican Congress of Psychology (17th, Lima, Peru, July, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Differences, Child Development, Cross Cultural Studies, *Cultural Differences, Foreign Countries, Item Analysis, *Mexicans, Primary Education, *Self Concept, *Self Concept Tests, Sex Differences, Socioeconomic Influences, Tests, Urban Youth

Identifiers-*Americans, *McDaniel Piers Young Childrens Self Concept Scale, Mexico, United States

Mexican and American children in grades 1 through 3 in urban schools were administered the McDaniel-Piers Young Children's Self Concept Scale to compare their self concept scores. Comparisons were made within three socioeconomic levels by grade level and sex for each item on the scale. In comparing the results, four generalizations were inferred: (1) American children are more concerned about the appropriateness of their feelings and behavior; (2) Mexican children are more frequently concerned with meeting their parents' expectations; (3) Mexican girls, by grade 3, have found a role marked by certain aspects of maturity and acceptance; and (4) American children who are poor may suffer more adverse effects on self concept than their Mexican counterparts. The forty test items are presented in English and in Spanish, followed by a paragraph summarizing the responses to the item. (MH

ED 178 595 TM 009 801

Wilcox, Rand R.

An Approach to Measuring the Achievement or Proficiency of an Examinee.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-CSE-R-126
Pub Date-May 79
Note-25p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, Cutting Scores, Decision Making, *Equivalency Tests, Item Analysis, Item Sampling, *Mastery Tests, *Mathematical Models, Test Construction, Testing Problems, Test Interpretation, Test Items, Test Reliability
Identifiers-Latent Structure Models, *Test Length

Mastery tests are analyzed in terms of the number of skills to be mastered and the number of items per skill, in order that correct decisions of mastery or nonmastery will be made to a desired degree of probability. It is assumed that a random sample of skills will be selected for measurement, that each skill will be measured by the same number of items, and that there is a predetermined passing score. There are also implications about the number and quality of the distractors that are used. In this analysis the goal is to determine whether the proportion of skills that an examinee knows is above or below a known constant. The goal is to find a conservative solution to the choice for the number of skills to be sampled so that the probability of a correct decision is reasonably close to one, regardless of the examinee's actual ability level. Illustrations are given to demonstrate that the consideration of errors at the item level might have a substantial effect on the number of items needed. Another approach to the same problem, which is based on latent structure models, is outlined. (Author/CTM)

ED 178 596 TM 009 803

Ball, Samuel

Evaluating Educational Programs.

Educational Testing Service, Princeton, N.J.
Pub Date-79
Note-25p.
Available from-Information Division, Educational Testing Service, Princeton, NJ 08541 (free while supplies last)
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Data Analysis, Educational Assessment, Educational Programs, *Educational Research, Evaluation Methods, Evaluation Needs, Evaluators, Field Studies, *Institutional Role, *Program Evaluation, Research Methodology, Test Selection
Identifiers-*Educational Testing Service

The activities of Educational Testing Service (ETS) in evaluating educational programs are described. Program evaluations are categorized as needs assessment, formative evaluation, or summative evaluation. Three classic efforts which illustrate the range of ETS' participation are the Pennsylvania Goals Study (1965), the Coleman Report Equality of Educational Opportunity (1966), and the Encyclopedia of Educational Evaluation (1975). Principles used by ETS researchers in evaluating programs are described for each of the phases of evaluation: (1) making goals explicit; (2) measuring program impact; (3) working in field settings; (4) analyzing the data; and (5) interpreting the results. Appendices include a bibliography of 77 publications by ETS staff, and brief descriptions of ETS studies in the following areas: aesthetics and creativity, bilingual education, camping programs, career education, computer assisted instruction, drug programs, educational television, higher education, preschool programs, prison programs, reading programs, and special education. (GDC)

ED 178 597 TM 009 804

Dunivant, Noel

Procedures for Determining the Equivalence of Measures.

New York Univ., N.Y. Dept. of Psychology.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Apr 79
Grant-1-R03-MH32019-01
Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Analysis of Variance, *Comparative Statistics, Evaluation Methods, Goodness of Fit, Hypothesis Testing, *Mathematical Formulas, Standard Error of Measurement, Test Reliability, Tests, *Tests of Significance
Identifiers-*Test Equivalence

Eight different methods are reviewed for determining whether two or more tests are equivalent measures. These methods vary in restrictiveness from the Wilks-Votaw test of compound symmetry (which requires that all means, variances, and covariances are equal), to Joreskog's theory of congeneric tests (which requires only that the tests are measures of the same attribute except for errors of measurement). A formal statement of the problems is given, and the various definitions or criteria of equivalence are discussed. Notation conventions are presented. Then each of the eight statistical tests for evaluating the hypothesis of equivalence is described and compared with the others. These procedures are written in a common algebra and their Type I error rates and power are compared, as are the properties of their estimators and their sensitivity to violations of their assumptions. A numerical example is worked to illustrate the application of the techniques to an educational measurement problem. The eight tests are: Wilks-Votaw; McNemar's; Forsyth-Feldt-McNemar; Forsyth-Feldt-Normal Curve; Lord's; Lord-Villegas; Kristof's; and Joreskog's. (CTM)

Mazzuca, Steven A. Feldhusen, John F.

Causal Analysis of the Effects of Situational Variables on Student Evaluation of Instruction.

Pub Date-9 Apr 79
Note-39p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Biographical Inventories, Class Size, College Majors, *Course Evaluation, Critical Path Method, Grades (Scholastic), Higher Education, Hypothesis Testing, Participant Satisfaction, *Predictor Variables, Program Attitudes, *Student Characteristics, *Student Evaluation of Teacher Performance, Student Interests, *Student Motivation
Identifiers-Causal Analysis

A theory, which proposed a hierarchy of determinants of student ratings of instruction, was tested. Situational variables such as class size, elective enrollment, and grade expectancy were hypothesized to be only indicators of more potent determiners. These motivational constructs were diversity of enrollment motives and subject matter interests, and satisfaction of important subject-related interests. The theory was tested using path analysis with a sample of 1,939 college students in 52 classes, taught by 43 instructors. Results supported the concept of a hierarchy of determinants. (Conclusions regarding the importance of study variables, and implications for the administrative and diagnostic use of ratings were addressed). (Author/GDC)

Gillmore, Gerald M.
An Introduction to Generalizability Theory as a Contributor to Evaluation Research.
Washington Univ., Seattle. Educational Assessment Center.
Report No.-EAC-R-79-14
Pub Date-Mar 79
Note-56p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Analysis of Variance, Criterion Referenced Tests, Decision Making, Educational Assessment, Educational Research, *Evaluation, Item Sampling, Mastery Tests, Norm Referenced Tests, *Reliability, *Research Design, Sampling, *Test Reliability, Tests, Test Validity
Identifiers-Classical Test Theory, *Generalizability Theory

It is argued in this paper that generalizability theory provides a uniquely useful framework for defining and quantifying the dependability of data for decision making. It does so by requiring careful specification of the conditions of measurement and the anticipated sources of variation in the results of the measurement procedure. A distinction is made between generalizability (G) studies and decision (D) studies. A G study is conducted to determine certain characteristics of the measuring device, while a D study is conducted in support of decision making. The decision-maker must specify (1) the object of measurement; (2) the universe of generalization; (3) the conditions to be sampled from each facet; and (4) the experimental design. Summary statistics for D studies may include: the expected observed score variance, the universe score variance, three types of error variance, and indices of dependability, including the generalizability coefficient. An application of the generalizability coefficient is described and discussed. Confidence intervals are discussed briefly. The testing of persons as individuals, rather than as class members, is discussed and compared for norm referenced and domain referenced tests and specifically for mastery tests. (CTM)

ED 178 600 TM 009 807

Lohmoller, Jan-Bernd

Estimating Parameters of Linear Structural Relation Models under Partial Least-Squares Criteria. Forschungsbericht 79.01.

Hochschule der Bundeswehr, Munich (West Germany).

Pub Date-Apr 79

Note-45p.; Paper presented at the annual meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979); German-language abstract also included

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Correlation, Factor Analysis, *Mathematical Models, *Statistical Analysis

Identifiers-Canonical Analysis, Latent Structure Models, *Least Squares Analysis, Maximum Likelihood Estimation

A partial least squares method is described for estimating parameters of linear structural relation models. This method is an extension of Herman Wold's proposal for estimation parameters without distributional assumptions, using some algorithms worked out by Paul Horst. The method (LISPLS) determines a different number of latent variables from several sets of measured variables simultaneously and fits the relations of the latent variables either to a path model or to a correlation pattern. The name LISPLS indicates LISREL (linear structural relation model) under partial least squares criteria. Applications to three different models are described: canonical correlation analysis, the canonical redundancy model, and the interbattery factor model. These models may be generalized to analyze more blocks and different numbers of factors from each block. The model and its assumptions are described. Applications are shown to a path analysis and a multi-set factor analysis. (CTM)

ED 178 601 TM 009 810

Matthews, Kenneth M. Brown, Carvin L.

The Student Achievement Diagnostic Questionnaire (SADQ).

Pub Date-79

Note-13p.

Available from-University of Georgia, G-10 Aderhold Hall, Athens, GA 30602 (short form, $0.16 ea.; long form, $0.30 ea.)

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Ability, *Attitude Tests, Elementary Secondary Education, English, Mathematics, Participant Satisfaction, Perception, Principals, *Program Attitudes, Rating Scales, Sciences, *Self Concept Tests, *Self Evaluation, Social Studies, *Student Teacher Relationship, Teacher Attitudes, Teachers, Test Reliability

Identifiers-*Student Achievement Diagnostic Questionnaire, Test Length

The Student Achievement Diagnostic Questionnaire (SADQ) is described as measuring: (1) student self concept of ability in English, mathematics, science, and social studies; (2) student attitudes toward their teachers in each of the subjects; (3) student perception of the expectations these teachers have for student achievement in these subjects; and (4) student perception of the future utility of the four subject areas. The 64-item questionnaire is presented, followed by the answer sheet; answers are scaled from seven (strong/high) to one (weak/low). Several 16-item short forms, which include both the questions and the answer sheets, are also included: (1) general SADQ; (2) English; (3) Mathematics; (4) science; (5) social studies; and (6) SADQ for principals which measures perception of principals' general attitudes toward student achievement. A brief description of field tests of the SADQ is presented, including statistical data on test results and reliability based upon SADQ administration to 2,304 fourth through twelfth grade students in six Georgia public schools. It is suggested that SADQ data can be used to measure motivation to achieve, and to examine differences between schools, grades, and academic subjects. (GDC)

ED 178 602 TM 009 821

Ruck, Hendrick W.

The Collection and Prediction of Training Emphasis Ratings for Curriculum Development.

Pub Date- 78

Note-15p.; Paper presented at the annual meeting of the Military Testing Association (20th, Oklahoma City, OK, October 30-November 3, 1978); Appendix, pages 253-257, was removed prior to filming because print was not legible

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum, Educational Policy, Factor Analysis, *Job Analysis, *Job Training, Mathematical Models, *Military Training, *Needs Assessment, Policy Formation, Postsecondary Education, Predictive Validity, Rating Scales, Reliability, Specialization, *Training Objectives

Identifiers-Air Force, Interrater Reliability

The generalizability of earlier findings on training objectives for military specialties was studied. Thirteen tasks or jobs, involving mechanical, electrical, general, or administrative aptitude, were rated by senior noncommissioned officers on: recommended field training emphaisi; present school emphasis; consequences of inadequate job performance; delay tolerance; and task difficulty. Occupational survey data concerning percent of members performing each task, percent of time s pent on task, learning difficulty, and average grade of task performers were also made available. Policy equations were used as models to ``capture'' the rankings of the judges' recommended training emphasis, and to validate the training emphasis scale. Factor and job analysis indicated that the two policies used yielded reliabilities of .72 and .64. Interrater agreement was also found to be related to predictive efficiency of the equations. Only a moderate number of raters (about 40) were needed to provide stable data, and the performance criterion used in this study was found to be reliable and valid. Further research is recommended for those complex specialties which had low predictive efficiency and poor interrater agreement. (GDC)

ED 178 603 TM 009 822

Goodgame, Doug

Scheduling Formal School Training to Increase Cost Effectiveness.

Pub Date- 78
Note-15p.; Paper presented at the annual meeting of the Military Testing Association (20th, Oklahoma City, OK, October 30-November 3, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cost Effectiveness, Educational Needs, Instructional Design, *Job Analysis, *Job Training, Needs Assessment, *Occupational Information, Occupational Surveys, *Off the Job Training, On the Job Training, Postsecondary Education, *Scheduling, Task Performance, Technical Reports, Time Factors (Learning)

It is suggested that procedures for designing instructional systems which use the job inventory method to collect occupational data from incumbent workers and job supervisors can, in the data analysis phase, provide information for making decisions on cost effective scheduling of formal school training. Two situations substantiate this assertion. One situation describes correlation relationships between task factor ratings (measuring work requirements at the job site) which dictate that formal school training should be scheduled prior to job assignment. The second situation reveals relationships which allow formal school training to be delayed indefinitely. The results of three occupational studies (involving detention officers, sheriff's deputies, and police field sergeants) are reviewed to demonstrate sample applications. The studies reveal that uniform relationships do not exist for work requirements in similar occupations and indicate that unique conditions in the work environment affect relationships among work requirements. (Author/GDC)

ED 178 604 TM 009 823

Eschenbrenner, A. John And Others

Methods for Collecting and Analyzing Task Analysis Data.

Pub Date- 78
Note-11p.; Paper presented at the annual meeting of the Military Testing Association (20th, Oklahoma City, OK, October 30-November 3, 1978)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Computer Storage Devices, Data Analysis, Data Processing, Guides, *Job Analysis, *Military Training, Postsecondary Education, Skill Analysis, Surveys, *Task Analysis, Technical Education, *Technical Reports, *Training Objectives
Identifiers-Air Force

A semistructured research interview was used to study current task analysis procedures used by Air Force technical training personnel, and to develop and field test an improved task analysis procedure for designing and conducting technical training courses. It was found that current task analysis procedures varied widely, and that no individual or group was responsible for task analysis procedures. A simplified task analysis procedure was recommended, including development of improved methods for in-process reviews. It was also recommended that the feasibility of providing an automated information storage and retrieval system for task analysis data be studied. A handbook was developed which explains task analysis as a three-stage process: (1) converting training standards to preliminary criterion objectives; (2) subdividing the criterion objectives into component subtasks; and (3) determining the skills and knowledge underlying each subtask. (Plans are described for field testing the task analysis procedures described in the handbook). (MH)

ED 178 605 TM 009 826

Wilcove, Gerry L. And Others
The Premature Attrition of Navy Female Enlistees.
Pub Date- 78
Note-15p.; Paper presented at the annual meeting of the Military Testing Association (20th, Oklahoma City, OK, October 30-November 3, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Admission Criteria, Biographical Inventories, *Dropout Characteristics, *Enlisted Personnel, Enrollment Trends, *Females, Individual Characteristics, Item Analysis, Performance Factors, *Persistence, Postsecondary Education, *Predictive Ability (Testing), *Screening Tests, Test Construction
Identifiers-*Navy

Two concerns led to the development of the screening test which is described: (1) the present 28% rate of attrition of Navy female first enlistees is too high; and (2) attrition is expected to increase when a high school diploma is no longer required for women to enter the Navy. Thus, a screening instrument was needed which could be used currently, as well as after the selection requirements are changed. A total of 977 female recruits were administered one of two exploratory 120-item questionnaires designed to measure eight areas: personal history/demography; female role perception; mental health; motivation to fail; realistic expectation of Navy; enlistment motivation; similarity to previous successful recruits; and occupational needs. Eighteen months later, it was found that 204 females out of the sample were dropouts and 773 were survivors. A number of analyses were performed to determine which items best discriminated between dropouts and survivors, using a cross-validation sample. It was concluded that the items measuring mental health, occupational need, enlistment motivation, and personal history are the best predictors; and that futher revisions of this test should be used in conjunction with the Armed Services Vocational Aptitude Battery (ASVAB). (GDC)

ED 178 606 TM 009 827

Adams, Jerome Hicks, Jack M.

Leader Sex, Leader Descriptions of Own Behavior, and Subordinates Description of Leader Behavior.

Pub Date-78
Note-11p.; Paper presented at the annual meeting of the Military Testing Association (20th, Oklahoma City, OK, October 30-November 3, 1978)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Rating Scales, Females, Followup Studies, *Leadership Styles, Leadership Training, Males, Military Schools, *Officer Personnel, Postsecondary Education, *Role Perception, *Self Evaluation, *Sex Differences, *Student Reaction, Technical Reports
Identifiers-Leadership Opinion Questionnaire, Military Academy (West Point) NY

The relationship between male and female leaders' descriptions of their own behavior and the followers' descriptions of the leader's behavior in traditionally male-oriented leadership positions was examined. The data were collected as part of a research project to assess the assimilation of females at West Point and to determine how females were being trained for effective leadership roles. Using the Leadership Opinion Questionnaire, male and female platoon leaders described two leadership characteristics: consideration and structure (task accomplishment). Subordinates rated the platoon leaders on the same dimensions. Results were interpreted in terms of three issues: (1) the importance of sex roles as a leadership variable; (2) the leader's perception of the relative importance of consideration versus structure; and (3) the subordinates' perceptions of performance behaviors which are important in a platoon leader's role. It was found that there were no significant differences between male and female leaders' self description on the dimensions of consideration or structure. It was determined that subordinates perceive female leaders as having more concern for the welfare of the troops, but that both male and female leaders were perceived as equally capable of accomplishing the tasks. (MH)

ED 178 607 TM 009 830

Gilbert, Arthur C. F. And Others

Quality of ROTC Accessions to the Army Officer Corps.

Pub Date-78
Note-7p.; Paper presented at the annual meeting of the Military Testing Association (20th, Oklahoma City, OK, October 30-November 3, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Differences, *Grades (Scholastic), Graduate Surveys, *Leadership Training, Military Training, *Officer Personnel, Personnel Evaluation, Personnel Selection, Postsecondary Education, *Recruitment, Regional Characteristics, Scholarships, Sex Differences
Identifiers-*Reserve Officers Training Corps

Comparisons are made of the groups of Army officers that were procured through various programs and of various categories within the Army Reserve Officers' Training Program (ROTC). The criterion for these comparisons was the final course grades in the Officer Basic Courses (OBC) of the 13 career branches. Two samples were studied; one sample completed the course in 1977 and the other in 1974. For both samples, comparisons of mean course grades were made for ROTC graduates, Military Academy (West Point) graduates, Officer Candidate School graduates, and officers with direct appointments. In addition, for the 1977 sample, comparisons of mean grades were made for male and female officers, and for ROTC graduates from four regions of the United States. For both samples, scholarship recipients in ROTC were compared with non-recipients. Significance tests were made by analysis of variance. Conclusions indicated that although there were differences in grades of graduates from different institutions, the ROTC program was producing graduates whose quality was comparable to those from the other institutions. (CTM)

ED 178 608 TM 009 847

Roser, Hal

Evaluation and Private Philanthropy: View from a Corporation.

Pub Date-Apr 79
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accountability, Economics, *Evaluation, *Evaluation Needs, Grants, Industrial Structure, *Industry, Institutional Research, *Nonprofit Organizations, Planning, *Private Financial Support

The role of evaluation in the profit and loss sector of American economy differs from its role in the nonprofit sector. Since corporate industry and private foundations contribute approximately 4.5 billion dollars to help finance the ninety-billion dollar private nonprofit sector, sound planning and evaluation activities are essential to maintain the quality and independence of nonprofit institutions' activities. Planning and evaluation might take place in five stages: (1) research designed to improve our understanding of the world; (2) definition of values and identification of goals; (3) development of policies, projects, and programs to achieve these goals; (4) implementation of these programs; and (5) summative evaluation. Some of the differences between private businesses and nonprofit institutions occur because the primary constituencies of a business its customers and stockholders are external to the business; and because external regulatory agencies and consumer organizations scrutinize private industry. Internally-conducted evaluations of a private business demonstrate its orientation toward the future. Private, as compared to nonprofit institutions, are more interested in evaluating their competitors, in preliminary testing of ideas, and in cost effectiveness analysis. Private institutions may also experience greater internal consistency in goals than an agency which is regulated externally. (GDC)

ED 178 609 TM 009 851

Archambault, Francis X, Jr. And Others

The Classroom Activities Log: A Personalized Record of a Child's School Day as Recorded by His/Her Teacher.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Contract-NIE-400-75-0074
Note-29p.; Paper presented at the annual meeting of the National Council on Measurement in Education (San Francisco, CA, April 9-11, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bilingual Education, Class Size, Compensatory Education Programs, *Data Collection, Elementary Secondary Education, Group Instruction, Intellectual Disciplines, *Measurement Techniques, Observation, Records (Forms), *Student Records, Teacher Aides, *Teacher Attitudes, Test Construction, Test Reliability, Test Validity, *Time Factors (Learning)
Identifiers-*Classroom Activities Log, *Instructional Time

The development and validation of an instrument designed to measure the quantity of types of instruction delevered to individual students is described. The Classroom Activities Log (CAL) is a teacher-completed record of students' instructional experiences, and may be used to study educational equity questions posed by Elementary Secondary Education Act Title I mandates. Some of the features of CAL are: (1) student focus; (2) limited number of variables; (3) minimal teacher training and costs; (4) availability of data on individual students' daily activities; and (5) ease of scaling. The school day is divided into ten-minute periods, and thirteen content areas are quantified: language arts; English as a second language; mathematics; social studies; science; fine and applied arts, home economics, shop, or foreign languages; physical education, health and safety; career education; cultural enrichment; special services; recess, lunch or unoccupied; classroom management; and other. Information is also provided on size of the instructional group, type of adult involved in the instruction; bilingual instruction; and compensatory education programs. It is concluded that reliability estimates (based on correlations between teacher and observer ratings) are acceptable, and that there is a certain degree of construct validity. (MH)

Kippel, Gary M. And Others

Improving Schools Through Research: The New York City Public School Accountability Program.

Pub Date-Apr 79

Note-34p.; Paper presented at the annual meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Data Bases, *Educational Accountability, Educational Assessment, *Educational Improvement, Educational Trends, Elementary Education, *Improvement Programs, Minimum Competency Testing, *Program Development, Public Schools, *Reading Achievement, Reading Tests, Success Factors, Testing Programs

Identifiers-New York (New York), Test Score Decline

A research project was developed for New York City public schools to improve student achievement based on analysis of school performance and subsequent development of corrective action evaluated within a framework of accountability. The program was composed of: (1) participation in the decision making process by various special interest groups; (2) analysis of standardized achievement test data; (3) identification of exceptional schools; (4) diagnosis of school variables and conditions; and (5) development, implementation, and evaluation of corrective plans. Preliminary data were obtained from a 62-school sample. The accountability program was initiated and included a citywide computerized database of reading achievement test data for students in grades 2 through 5, and the construction of a Minimum Performance Standards Test in reading, which was directly related to the New York City public school curriculum. Exceptional schools were identified through analysis of the database and were examined to determine the educational process variables which contributed to improved student achievement. Data were reviewed by advisory committees composed of educators and parents in order to recommend improvement strategies. Accountability was defined as the responsibility to implement effective corrective action by supervisors and teachers. (MH)

ED 178 611 TM 009 893

Edwards, Roger H. Bridewell, Joy L.

Following Through on Follow Through.

Pub Date-Apr 79
Note-11p.; Paper presented at the annual meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Gains, Affective Objectives, Compensatory Education Programs, Elementary Education, *Evaluation Methods, Experimental Groups, *Humanistic Education, Longitudinal Studies, *Program Evaluation, Research Design, Research Problems, *Statistical Bias, Test Results
Identifiers-*ABT Associates, Missouri (Saint Louis), *Project Follow Through, Responsive Education

Possible causes for the discrepancy between the ABT report on the national Project Follow Through and the Saint Louis, Missouri program were discussed: (1) ABT data were positively biased because of non-random, differential attrition from the program and control groups; (2) positive ABT data were due to use of a particular cohort group; or (3) local data were negatively biased because of the evaluation design. To examine sources of conflict, a databank was instituted, using old classroom rosters and available standardized test results through grade 5. The first hypothesis was upheld; each ABT group was above the district average and the non-ABT groups were below. The hypothesis that studying a particular cohort group caused the discrepancy was not confirmed. It was determined that previous local evaluation data provided clues to possible forms of bias. The poorest results for Follow Through Classes were centered on first grade students and led to speculation that students needed time to become acclimated to responsive education models. Two suggestions based on this study were made: affective based education may produce unusual patterns of academic growth, and the non-terminal nature of specific programs must be recognized. (MH)

ED 178 612 TM 009 906

Johnson, Richard T. Thomas, Wayne P.

User Experiences in Implementing the RMC Title I Evaluation Models.

Pub Date-Apr 79
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Problems, Compensatory Education Programs, Data Processing, Elementary Secondary Education, *Evaluation Needs, *Guidelines, Models, *Program Administration, Program Development, Program Effectiveness, *Program Evaluation, Student Testing, Testing Problems, *Testing Programs
Identifiers-Elementary Secondary Education Act Title I, *Evaluation Problems, *RMC Models

The experiences of state and local education agencies in implementing the RMC evaluation models in their evaluations of Elementary and Secondary Education Act Title I programs are discussed with emphasis on the problems encountered, suggestions for resolving these problems, and encouraging results which have been reported. Four activities are described as common for all of the agencies which have been using the RMC models to measure achievement gains: test selection and administration; scoring and conversion of scores; data analysis; and data aggregation. Problems which have been encountered in implementing the RMC models are classified as (1) procedural selection of student samples, tests, and RMC model; and communication of results; (2) clerical conversion of raw scores, comparison of pretest and post test scores, and failure to record testing date; and (3) analytical errors in data analysis. A total of 27 guidelines are suggested which should be helpful in reducing these problems. Several positive comments regarding the usefulness and potential of the RMC models are included. (GDC)

Estes, Gary D. Estes, Carole

What Is the Criterion of Interest in Identifying Limited-English Speaking Students: Language Dominance or Proficiency?

Pub Date-Apr 79
Note-29p.; Paper presented at the annual meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Students, English (Second Language), High School Students, *Language Dominance, *Language Proficiency, *Language Tests, Morphology (Languages), Phonology, Predictive Validity, Scoring, Screening Tests, Semantics, Senior High Schools, *Speech Skills, Syntax, *Test Construction, Test Interpretation, Test Reliability, Test Validity
Identifiers-Competency Based Oral Language Assessment, Content Validity, Interrater Reliability

The issue of using language proficiency or language dominance to assess programs for high school students with limited English speaking backgrounds is addressed. The development and initial analyses of the Competency Based Oral Language Assessment (COLA) are discussed. Three components of oral language are rated separately: semantics; syntax and morphology; and phonology. The use of COLA is based on guidelines suggested by the Department of Health, Education, and Welfare: (1) to determine the language proficiency of students whose primary language is not English; (2) to prescribe programs which meet students' needs; and (3) to assess students' language dominance to determine the most beneficial language of instruction. Instrumentation; content validity; predictive validity; scoring; interrater reliability; evidence and correction for rater bias, and procedures for interpreting results of COLA are explained, and four case studies are presented as illustrations. It is emphasized that COLA does not assess students' overall intellectual ability or aptitude, and that a clear distinction should be maintained between language proficiency and language dominance. It is suggested that proficiency scores be used for placement into special language programs, while dominance scores be used to plan individualized program activities or strategies. (MH)

Echternacht, Gary Swinton, Spence

Getting Straight: Everything You Always Wanted to Know about the Title I Regression Model and Curvilinearity.

Pub Date-Apr 79
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979) ; Figures marginally legible
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Gains, *Analysis of Covariance, Educational Assessment, Elementary Secondary Education, Evaluation Methods, Goodness of Fit, Graphs, Hypothesis Testing, Mathematical Models, *Program Evaluation, *Research Design, Research Problems, Scores
Identifiers-Elementary Secondary Education Act Title I, Regression Effects, *RMC Models

Title I evaluations using the RMC Model C design depend for their interpretation on the assumption that the regression of posttest on pretest is linear across the cut score level when there is no treatment; but there are many instances where nonlinearities may occur. If one applies the analysis of covariance, or model C analysis, large errors may result. Various methods are suggested for model C users to deal with

non-linearities. One method is Mosteller and Tukey's re-expression of posttest scores. Another method depends upon differential weighting of scores in different parts of the pretest distribution. A third method uses quadratic regression lines and extrapolation to obtain a no-treatment expectation.'' Still another method is to assume parallel regression lines for the treatment and control groups. A number of different logistic curves may be tried if both floor and ceiling effects are present. Graphing the scatterplot of pretest versus posttest scores is also recommended. (Author/CTM)

ED 178 615 TM 010 017

Lewis, Ronald H.

Do Minorities Embrace the Concept of Minimum Competency?.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Note-12p.; Paper presented a the annual meeting of the National Council on Measurement in Education (San Francisco, CA, April 11, 1979); For related documents, see TM 010 018-020
Available from-ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($2.00, while supplies last)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Educational Accountability, Educational Needs, Educational Problems, Elementary Secondary Education, *Minimum Competency Testing, *Minority Groups, *Performance Based Education, Public Opinion, Racial Discrimination, *Remedial Instruction, *School Responsibility, Student Certification, Test Bias, *Testing Problems
Identifiers-Information Analysis Products

The concepts of competency can be conceptually separated into two dimensions: minimum competency testing (MCT) and competency based education (CBE). One of the major weaknesses of the MCT movement is the growing reliance on single test scores as indicators of the total capability of students. Minorities do not reject the idea of competence, but they oppose the use of MCT as a rationale for organizational resegregation or as a justification for maintaining the status quo by denying mobility and choices to minority groups. CBE may change the educational process by structuring educational goals around specific outcomes; and by using various measures to diagnose individual needs, to provide individualized instruction, to use appropriate and adaptable learning activities, to use flexible scheduling, and to evaluate programs, students, and teachers. MCT alone blames the student for failure, while CBE involves education and support processes to remediate student weaknesses. Minorities are also concerned about the lack of curricular and instructional validity in schools which administer MCTs. Minority groups, although supporting competence, do not support MCT in isolation from the responsibilities which should be borne by the total educational system. (MH)

Down, A. Graham

Implications of Minimum-Competency Testing for Minority Students.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 79

Note-12p.; Paper presented at the annual meeting of the National Council on Measurement in Education (San Francisco, CA, April 11, 1979); For related documents, see TM 010 017-020

Available from-ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($2.00 while supplies last)

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Standards, *Black Attitudes, *Evaluation Needs, Graduation Requirements, Legal Problems, *Minimum Competency Testing, Minority Groups, Negative Attitudes, *Public Opinion, Racial Differences, School Districts, Secondary Education, State Programs, Test Bias, *Testing Problems, Testing Programs, Test Results

Identifiers-Information Analysis Products

Most of the arguments lodged against minimum competency testing are really observations about the abuses of testing. Blacks and other minority groups are understandably mistrustful of recent developments in minimum competency testing possible grounds for legal challenges include the adequacy of the phase-in periods; the match between tests and instruction; past and subsequent discriminatory practices; and the rationale for setting standards. Problems have been evident in New York City, Virginia, Florida, and North Carolina. Despite these reservations, Americans of all races who were polled about their educational attitudes favored minimum competency testing; 90% favored standards for grade promotion and high school graduation, and 80% favored prompt remedial instruction for students failing competency tests. The American public, and particularly blacks, indicated low levels of confidence in the quality of public school education. There is evidence, however, that testing programs have shown gains in student achievement in Anacostia (District of Columbia); Greensville County, Virginia; Denver, Colorado; Gary, Indiana; and Detroit, Michigan. Minimum competency standards constitute a guarantee never before asked of public schools that no child will leave school as a functional illiterate. This is why minorities can, and do, support the competency testing movement. (GDC)

ED 178 617 TM 010 019

Mizell, M. Hayes

Minimum Competency Programs, Protected Classes, and Federal Agencies.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Note-19p.; Paper presented at the annual meeting of the National Council on Measurement in Education (San Francisco, CA, April 11, 1979); For related documents, see TM 010 017-020
Available from-ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($2.00, while supplies last)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Agencies, Administrative Problems, Bureaucracy, Elementary Secondary Education, *Equal Education, *Equal Protection, Federal Aid, Federal Government, *Federal Legislation, Federal Regulation, Government Role, *Government School Relationship, *Minimum Competency Testing, *Minority Groups, Policy Formation, Standards, Testing Problems, Testing Programs
Identifiers-Division of Education for the Disadvantaged, Elementary Secondary Education Act Title I, Information Analysis Products, Office of Civil Rights

This paper discusses two examples of federal agencies which administer laws fundamental to the protection and advancement of the educational interests of minority children: the Office for Civil Rights, and the Division of Education for the Disadvantaged. Provisions of these laws can be construed as protective standards which may provide the major potential for enforceable safeguards for the educational interests of minority students participating in minimum-competency programs. However, if that potential is to be realized, federal agencies with appropriate jurisdictions must take greater initiatives. While the extent to which the current lack of initiative may be detrimental to the educational interests of minority children is unknown, the possibility of harm is certainly increased by the absence of promulgated policies and legal interpretations. So far, the interest in minimum-competency programs on the part of these two federal agencies has been largely reactive. Whether a reactive role is in the best educational interests of protected classes or even consistent with the spirit of those agencies' administrative and enforcement obligations is questionable. Meanwhile, minimum-competency programs are being implemented, protected classes of students are being affected by them, and there are no recognized or enforced standards to assure that the educational interests of those students will be protected. (Author/CTM)

ED 178 618 TM 010 020

Scott, Hugh J.

Minimum-Competency Testing: the Newest Obstruction to the Education of Black and Other Disadvantaged Americans.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 79

Note-20p.; Paper presented at the annual meeting of the National Council on measurement in Education (San Francisco, CA, April 11, 1979); For related documents, see TM 010 017-019

Available from-ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($2.00, while supplies last)

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Academic Failure, Academic Standards, Achievement Tests, *Basic Skills, *Black Students, Disadvantaged Youth, Educational Needs, Educational Problems, Elementary Secondary Education, *Evaluation Needs, Labeling (of Persons), *Minimum Competency Testing, *Racial Discrimination, Test Bias, *Testing Problems, Testing Programs, Test Validity

Identifiers-Information Analysis Products

Concerns and objections regarding minimum competency testing (MCT) are raised. The tests are criticized for their tendencies to: (1) deny variability in growth, development, and intelligence; (2) expose rather than constructively examine underachievers; (3) divert scarce personnel and financial resources to test administration; (4) ignore non-cognitive variables and factors outside school influence; (5) mislabel students; (6) justify homogeneous grouping; (7) over-emphasize the back-to-basics movement; (8) arouse racial prejudice by documenting underachievement of minorities; and (9) lower minimum standards in order to achieve an acceptable rate of success. Minimum competency tests are also described as being the most poorly conceived, and as providing the least useful information of all achievement tests. (CP)

ED 178 619 UD 019 513

Shipp, James

Pub Date-3 Nov 77

Note-19p.; Statement presented at the National Conference on Black Families: A Source of National Strength (Chicago, Illinois, November 3, 1977)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Black Businesses, *Black Community, Black Employment, *Black Housing, *Community Change, *Community Development, Community Problems, Community Programs, Depressed Areas (Geographic), *Economic Development, Economic Factors, Employment Opportunities, Inner City, Investment, Neighborhood Improvement, *Urban Environment

Identifiers-*Bedford Stuyvesant Restoration Corporation, New York (Brooklyn)

Some of the issues involved in promoting home ownership among blacks and investment in inner city communities are discussed in this paper. The experiences of the Bedford Stuyvesant Restoration Corporation in revitalizing Bedford Stuyvesant are described. Economic barriers to prospective home ownership are identified and strategies and programs that may help individuals overcome these barriers are outlined. The discussion of economic investment focuses on approaches that promote and encourage the creation and expansion of locally owned businesses. Ways in which large corporations and community development centers can help small businesses remain viable, in addition to their major contributions of providing employment to community residents and attracting capital, are considered. However, the author concludes that home ownership and economic investment in black communities depend on a comprehensive approach to the community's problems and on a relatively healthy and stable environment. (EB)

ED 178 620 UD 019 679

Neutral Site Planning Project, Final Report. Volume I: Neutral Site Plan.

Providence School Dept., R.I.; Rhode Island Univ., Providence. Community Planning and Area Development Urban Field Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-30 Aug 78
Note-165p.; For Volumes II-IV, see UD 019 903-905
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Access to Education, Community Characteristics, Community Involvement, *Curriculum Planning, *Data, *Educational Planning, Elementary Secondary Education, *Magnet Schools, Minority Group Children, Program Evaluation, School Integration, *School Location, *Site Analysis, Staff Improvement
Identifiers-Rhode Island (Providence)

This report documents the process, findings, and support data of the Neutral Site Planning Project (NSPP) regarding a proposed magnet school program in Providence, Rhode Island. The need for a neutral site school that is accessible to a substantial number of students from different racial/ethnic backgrounds in Providence is discussed and an overview of the NSPP is provided. Specific activities that were undertaken by the NSPP to determine the best location for the proposed magnet school are described and data concerning the accessibility, characteristics, student population, and readiness of possible sites are presented. Descriptions of strategies that were undertaken by the NSPP to design a special curriculum for the neutral site magnet school and data that were collected on community participation, curriculum design, magnet curriculum options, student recruitment, staff selection, development, and training, and program evaluation are also presented. A time outline for the proposed plan's implementation is attached. (EB)

ED 178 621 , UD 019 712

Scott, Elois Skeen

Elementary School Title I Comprehensive Reading and Math Evaluation Report 1976-1977.

Pub Date- 79

Note-23p.; For related documents see UD 019 673-675 and UD 019 713

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Administrator Attitudes, *Compensatory Education Programs, *Educational Improvement, Elementary Secondary Education, *Federal Programs, Mathematics Instruction, Principals, *Program Attitudes, Program Coordination, *Program Effectiveness, *Program Evaluation, Reading Programs, Teacher Aides, Teacher Attitudes

Identifiers-*Elementary Secondary Education Act Title I

Included in this report are the questions that were asked of math and reading teachers, generalists, aides, and principals during the course of the evaluation, general observations made by the evaluator, and a discussion of observations and recommendations made by both the Title I staff and the evaluator. Each discussion focuses on the respective responsibilities of the Title I staff members, their effectiveness in implementing program guidelines, and the impact of the program on student achievement. General conclusions drawn indicate that the program guidelines were generally implemented, that the best programs had strong cluster teachers working in close coordination with the building principals, and that the program is functioning more smoothly and effectively than in the past. (EB)

Endicott, Fran Thomas, Barb
The City Kids' Teachers' Book. Curriculum Series No. 38.
Ontario Inst. for Studies in Education, Toronto.
Pub Date-79
Note-135p.; For a related document, see UD 019 520; Not available in paper copy due to institution's restriction; Photographs may be marginally legible
Available from-Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($7.75)
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cross Cultural Studies, Elementary Secondary Education, *Ethnic Groups, Family (Sociological Unit), *Immigrants, *Instructional Materials, Learning Activities, Migration, *Multicultural Education, Occupations, *Resource Materials, Student Evaluation
Identifiers-*Ontario (Toronto)

This curriculum program is designed to help children better understand the diversity of the multicultural society in which they live. The context is immigration and migration to Toronto, its causes, and the effect it has on the lives of the people who have migrated. Five themes are focused on within this context: the child, the family, the community, work, and migration and the city. Stories, poems, songs, activities, research projects, and photographs which relate to each theme are provided. Questions and/or activities that may be used by teachers to develop student understanding and to stimulate student interest in the program are outlined, and guidelines are provided to help teachers evaluate conceptual, skill, and attitudinal development among students in the program. In addition, resource lists for each section include suggestions for general reading, children's reading, useful directories, bookshops, publishers, resource centers, audiovisual distribution centers, and community centers and programs in Toronto. (EB)

ED 178 623 UD 019 751

Just Schools. A Special Report Commemorating the 25th Anniversary of the Brown Decision.

Institute for Southern Studies, Chapel Hill, N.C.
Pub Date-May 79
Note-160p.
Available from-Institute for Southern Studies, P.O. Box 230, Chapel Hill, North Carolina 27514 ($4.00)
Journal Cit-Southern Exposure; v7 n2 Sum 1979
Pub Type- Collected Works - General (020)

Document Not Available from EDRS.

Descriptors-Black History, *Blacks, Case Studies, *Civil Rights, Civil Rights Legislation, Elementary Secondary Education, *Equal Education, Equal Facilities, Higher Education, Racial Discrimination, Racial Segregation, *School Integration, Southern Schools, *Southern States

The focus of this volume is on changes in the status of Southern blacks since the Brown decision, and problems still to be solved, especially in the area of equal educational opportunity. Several articles describe specific events which occurred during the civil rights movement and discuss their impact on school integration. Other authors discuss the history of desegregation attempts in several Southern cities and States, legislation and integration, and the Federal government's changing attitudes toward school desegregation. The remaining articles in the volume examine the influences that legislative and social changes will have on different aspects of education for blacks in the 1980s. Specific topics addressed include curriculum, testing, motivation, financing, segregation and desegregation, minority student suspensions and expulsions, and future goals. Reviews of several pertinent books, a listing of books about the South, and a bibliography on school desegregation and the South are included. (EB)

1977-78 Report to the President by the Commission on the Status of Women.

Delaware Univ., Newark.
Pub Date- 78
Note-71p.; Not available in paper copy due to the reproduction quality of original document
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affirmative Action, College Environment, *College Faculty, Employment Practices, *Equal Opportunities (Jobs), Faculty Promotion, Federal Legislation, *Females, Higher Education, Housing Opportunities, Occupational Mobility, Salary Differentials, *Sex Discrimination, *Socioeconomic Status

Issues of concern to women that were identified by various campus groups are presented and discussed in this volume. Included are reports that were made by female graduate students, undergraduate students, a professional constituency committee, a faculty committee, and a staff constituency committee. Specific topic areas addressed include the hiring and promotion of female faculty, research on women, women's studies, sexism, job placement, housing, campus security, affirmative action, equal job opportunities for female faculty, and salary equalization. Emphasis is placed throughout on a statistical presentation of the status of women. Recommendations for study or action in each of the areas discussed are made. Appendices provide supportive data, analyses of data, and the findings of a 1976-77 survey conducted by the American Association of University Women to determine what progress has been made by women since the advent of affirmative action and equal opportunity laws. (EB)

Evaluation of Title I ESEA Compensatory Education.

General Electric Co., Washington, D.C. TEMPO.
Pub Date- 71
Note-18p.; For related documents, see ED 023 531-532
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Compensatory Education, Elementary Secondary Education, *Evaluation Methods, Evaluation Needs, *Federal Programs, Program Effectiveness, *Program Evaluation, *Reading Achievement
Identifiers-*Elementary Secondary Education Act Title I

This paper reviews the findings of TEMPO's 1967 and subsequent evaluation studies and offers some conclusions and recommendations aimed at strengthening Title I compensatory education programs. An overview of Title I and a description of the TEMPO study and its methodology are provided. It is stated that, with the measurement methods used, no evidence of widespread enhanced reading achievement could be found to be associated with the first full year of Title I. More refined analytical methods using longitudinal techniques are said to be necessary in order to determine evidence of success. The need for detailed and precise information from individual program sites is stressed. Problem areas in the allocation of compensatory education funds are also outlined. (Author/EB)

ED 178 626 UD 019 825

Schofield, Janet Ward

When Does a Magnet School Lose Its Magnetism?

Pub Date-Mar 78
Note-24p.; Paper presented at the meetings of the American Educational Research Association (Toronto, Canada, March, 1978); Not available in paper copy due to the reproduction quality of the original document
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Blacks, Community Support, *Feeder Programs, *Free Choice Transfer Programs, Integration Methods, Intermediate Grades, Junior High Schools, *Magnet Schools, Middle Schools, Racial Composition, *Racially Balanced Schools, *School integration

This paper traces the history of a magnet school which opened in 1975 amid claims that it would serve as a model of high quality integrated education but which, three years later, was widely perceived as an overcrowded, predominantly black institution. The local Board of Education decided to open a magnet school in which new teaching techniques were to be instituted along with facilities geared to attract students from both black and white areas. By opening a new school with an equal number of black and white students, the problem of one group entering the traditional area of another group was avoided. The first and second years of the school were relatively successful, but the institution of a feeder system in the school's second year, in place of the open enrollment plan, diminished the school's effectiveness in drawing students from diverse areas. The most serious effect on the school's academic programs came from the crowding which resulted from the feeder plan. The feeder plan also functioned to make the incoming classes predominantly black, thereby reducing the school's ability to function as a model of integration. (Author/RLV)

ED 178 627 UD 019 830

Jones, Leon

From Brown to Boston: Desegregation in Education, 1954-1974. Volume I: Articles and Books. Volume II: Legal Cases and Indexes.

Pub Date-79

Note-2,356p.

Available from-Scarecrow Press, Inc., 52 Liberty Street, P.O. Box 656, Metuchen, NJ 08840 ($69.50)

Pub Type- Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-*Annotated Bibliographies, *Black Education, Black Students, Bus Transportation, *Court Cases, *Court Litigation, *Educational Legislation, *School Integration

Identifiers-Brown v Board of Education

More than 5,000 books, articles and legal cases are summarized in this annotated bibliography on school desegregation, covering the years 1954-1974. The reference section is divided into three subsections: one for books and monographs; one for articles (including scholarly journals, popular magazines, pamphlets, case studies, selected newspaper series, and documents contained in the Educational Resources Information Center, ERIC, database, for which ERIC document ordering numbers are provided); and one for legal materials. All references are arranged chronologically. The author's introduction presents his views on the issues and problems of school desegregation during the period under consideration. The texts of two Supreme Court decisions are appended. An author/title index and a legal index complete this two volume set. (RLV)

ED 178 628 UD 019 834

Copeland, Elaine J.

Black Women and Power: Perspectives from Black Women Administrators.

Pub Date-79

Note-9p.; Paper prepared for the Annual Conference of the National Association of Women Deans and Counselors (1979)

Pub Type- Guides - General (050) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Characteristics, *Administrator Role, *Blacks, Black Students, *College Administration, *Females, Higher Education, Individual Characteristics, Individual Power, Majority Attitudes, Student Attitudes, Student Needs

This paper discusses some of the problems that might be encountered by black female college administrators and suggests several methods by which they may acquire and maintain power. Particular attention is given to the role that black administrators can play in helping black students in white institutions overcome various forms of discrimination and achieve success. Specific responsibilities that black administrators in white institutions might assume are outlined. Suggestions are also offered as to ways that will help black female administrators deal with the situation of working in a traditionally white male field. (EB)

ED 178 629 UD 019 846

Abraham, Sidney And Others

Caloric and Selected Nutrient Values for Persons 1-74 Years of Age: First Health and Nutrition Examination Survey, United States, 1971-1974. Vital and Health Statistics, Data from the National Health Survey, Series 11, Number 209.

National Center for Health Statistics (DHEW), Rockville, Md.
Report No.-PHS-79-1657
Pub Date-Jun 79
Note-95p.
Pub Type- Numerical/Quantitative Data (110) - Reports - General (140) - Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Age, *Data, Demography, *Eating Habits, Females, Food, *Health, Low Income Groups, *Nutrition, Older Adults, Preschool Children, Racial Differences, Sex Differences, *Socioeconomic Status, *Surveys
Identifiers-*Health and Nutrition Examination Survey

This report presents data on dietary intake obtained to assess the nutritional status of the United States population, aged 1-74 years. Age, sex, race, and income level differences in dietary intake are among the variables considered. Data are analyzed for certain groups at high risk of malnutrition (e.g., the poor, preschool children, women of childbearing ages, and the elderly). Appendices discuss survey and statistical methodology, define demographic and socioeconomic terms used in the survey, and list the food sources of calories and nutrients and standards for dietary intakes. (EB)

ED 178 630 UD 019 847

Voydanoff, Patricia Rodman, Hyman

Mothers' and Fathers' Aspirations for Sons and Daughters.

North Carolina Univ., Greensboro. Family Research Center.
Spons Agency-Grant Foundation, New York, N.Y.; National Inst. of Mental Health (DHEW), Rockville, Md.; Office of Economic Opportunity, Washington, D.C.
Pub Date- 78
Contract-OEO-4118
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Blacks, *Educational Objectives, *Parental Aspiration, *Parent Attitudes, *Sex Differences, *Social Class, Socioeconomic Status
Identifiers-*Michigan (Detroit)

A series of questions on educational aspirations for their children was asked of 436 black parents in Detroit. Responses were used to develop measures of a range of aspirations. Sex of parent and sex of child were not significantly related to the width of the range of aspirations. Significant associations between social class status and the width of the range of aspirations were shown for the entire sample as well as for each of the sex of parent by sex of child subgroups. These results support earlier findings which show little variation in black parents' aspirations for children by sex of parent or sex of child. Other considerations, however, emphasize the need for collecting data by sex of parent and sex of child. (Author)

ED 178 631 UD 019 851

Hearing before the United States Commission on Civil Rights; Hearing Held in Louisville, Kentucky, June 14-16, 1976.

Commission on Civil Rights, Washington, D.C.

Pub Date-Jun 76

Note-864p.; Not available in paper copy due to print size of original document; Parts of the Exhibits section may be marginally legible

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.

Descriptors-*Community Attitudes, *Community Involvement, Community Organizations, Elementary Secondary Education, Federal Legislation, *Integration Effects, Integration Litigation, *School Community Relationship, *School Integration

Identifiers-*Kentucky (Jefferson County)

This volume records the text of the 1976 hearing held to examine the process and results of court-ordered school desegregation in Jefferson County, Kentucky. Presented is testimony from public school students, educators, administrators, government officials, and representatives of public and private agencies and community organizations. Also included in the volume are exhibits which document various phases of school desegregation in Louisville. Among these documents are the statements of local businesses, churches, and labor unions regarding desegregation. (GC)

ED 178 632 UD 019 855

McDonnell, Lorraine M. Zellman, Gail L.
An Evaluation of the Emergency School Aid Act Nonprofit Organization Program: Vol. III, The Role of Community Organizations in Facilitating School Desegregation.
Rand Corp., Santa Monica, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-R-2312-3-HEW
Pub Date-Oct 78
Contract-300-76-0311
Note-141p.; For related documents, see ED 161 998, UD 019 854 and UD 019 856
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Community Attitudes, *Community Organizations, Community Support, Elementary Secondary Education, *Federal Aid, *Group Activities, Integration Effects, Minority Group Children, *National Surveys, Program Effectiveness, Program Evaluation, *Resources, *School Integration
Identifiers-*Emergency School Aid Act 1972

The Emergency School Aid Act (ESAA) provides financial assistance to nonprofit organizations (NPOs) to support school desegregation programs or reduce minority group isolation. In this volume the effectiveness of ESAA-NPOs and non-ESAA-funded groups is examined. The analysis, based on data from 131 community organizations in 40 school districts throughout the country, addresses two questions: (1) What are the most important factors in predicting the impact a community will have on facilitating school desegregation? (2) How does the impact of groups funded under the ESAA-NPO program compare with that of non-ESAA-funded groups? It was found that a group's choice of tactics and activities, rather than its community context or level of resources, best explain its impact in a given community. However, although advocacy activities were discovered to be the most important predictors of organizational success for types of groups, very few NPOs actually selected this type activity. In addition, neither the size, racial composition, nor openness to community inputs of a school district were found to affect the resource level or kinds of activities a group chooses, implying that other variables should be considered in awarding ESAA-NPO grants. (GC)

ED 178 633 UD 019 856

Kimbrough, Jackie Crocker, Stephen

An Evaluation of the Emergency School Aid Act Nonprofit Organization Program: Vol. IV, Conclusions and Policy Recommendations.

Rand Corp., Santa Monica, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-R-2312-4-HEW
Pub Date-Dec 78
Contract-300-76-0311
Note-43p.; For related documents, see ED 161 998 and UD 019 854-855
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Attitudes, *Community Organizations, Elementary Secondary Education, *Federal Aid, Minority Group Children, *Program Effectiveness, Program Evaluation, *School Integration
Identifiers-*Emergency School Aid Act 1972

This report presents the results of an evaluation of the Nonprofit Organization Program (NPO) of the Emergency School Aid Act of 1972. The program provides financial assistance to nonprofit community organizations to support the development or implementation of public school desegregation or otherwise reduce or eliminate minority group isolation. This volume reviews the history of the NPO program and describes the methodology of the evaluation study. In addition, it discusses major findings on both the local and Federal levels, analyzes the criteria by which organizations are funded, and presents policy recommendations with regard to funding and promotion of NPO impact and autonomy. (GC)

ED 178 634 UD 019 857

Vaughan, Roger J. Vogel, Mary E.

The Urban Impacts of Federal Policies: Vol. 4, Population and Residential Location.

Rand Corp., Santa Monica, Calif.

Spons Agency-Charles F. Kettering Foundation, Dayton, Ohio.; Department of Health, Education, and Welfare, Washington, D.C.

Report No.-R-2205-KF-HEW

Pub Date-May 79

Contract-CI-74-114/UA75-53

Note-149p.; For related documents, see ED 148 921 and ED 152 038

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Economic Factors, *Federal Government, Government Role, *Migration Patterns, Political Influences, *Population Trends, *Public Policy, Residential Patterns, *Urban Areas, *Urban to Suburban Migration

This analysis of Federal impacts on the urban residential sector focuses on: (1) the influence of Federal programs and policies on intermetropolitan population movements (migration from the North to the sunbelt); and (2) program and policy influences on the process of suburbanization (the flight of the affluent from central cities). Considered are Federal actions that impinge directly upon residential location decisions, as well as those which act indirectly, having their initial effects on local fiscal and economic development. Recent trends in population growth among urban areas and in population suburbanization are described. Numerous factors influencing migration and suburbanization are discussed, including local labor market conditions, environmental factors, changes in accessibility and differences in amenities and public services between cities and suburbs, and Federal policies regarding transportation programs, highway construction, housing subsidies, discrimination, and local level government. An extensive bibliography is provided. (Author/EB)

ED 178 635 UD 019 858

Clark, Thomas A.
Blacks in Suburbs: A National Perspective.
Rutgers, The State Univ., New Brunswick, N. J. Center for Urban Policy Research.
Spons Agency-Public Health Service (DHEW), Washington, D.C.
Pub Date-79
Grant-MH31324-02
Note-135p.; Not available in paper copy due to author's restriction
Available from-Center for Urban Policy Research, P.O. Box 489, Piscataway, New Jersey 08854 ($10.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Black Population Trends, *Blacks, Differences, Employment Opportunities, Metropolitan Areas, Racial Factors, Regional Characteristics, *Residential Patterns, *Socioeconomic Status, Suburban Housing, *Suburbs, *Urban to Suburban Migration

Examined in this book is the phenomenon of black suburbanization. Opposing forces which propel and inhibit the movement of blacks to suburbs are considered. The origins, characteristics, and conditions of the black population now residing in the nation's suburbs are documented. Recent trends are discussed in the context of the massive shifts and their impact on the demographic balance among regions, between central cities and suburbs, and between metropolitan and nonmetropolitan areas. Interregional differences in changing black suburban populations are described. Case study investigations of several major metropolitan areas are presented and several hypotheses and myths regarding black suburbanization are explored. In addition, facts related to black migration such as poverty, employment opportunities, and housing conditions are examined. Black-white differentials in suburban housing are also discussed. Finally, the degree to which class may supplant race in governing suburban prospects is considered. A bibiliography is provided. (Author/EB)

ED 178 636 UD 019 859

Bickel, Frank Qualls, Robert

Project Student Concerns: A Study of Minority Student Suspensions. Interim Report.

Jefferson County Education Consortium, Louisville, Ky.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Grant-G007800780
Note-194p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Administrator Role, *Black Students, Caucasian Students, *Discipline Policy, Elementary Secondary Education, Females, Males, Public Schools, School Environment, Student Attitudes, *Suspension, *Teacher Role
Identifiers-*Kentucky (Jefferson County)

This report is a summary of research completed during the 1978-79 school year concerning the causes of disproportionate minority student suspensions in the Jefferson County public schools. A review of related literature is presented to illustrate that factors other than student behavior may contribute to school disruptions and high rates of suspension. Emphasis in this review is on the behavior of administrators and teachers in the student discipline process. The methodology used in the research study is described and findings from surveys distributed to administrators, teachers and students are analyzed with a focus on the identification of factors that differentiate low and high suspension schools. Particular attention is given to the different responses provided by male and female students and by black and white students. Conclusions regarding teacher behavior, communication patterns, administrative techniques, school climate, student perceptions and their respective influences on suspension policies in both low and high suspension schools are outlined. Appended are samples of the questionnaires used in the study and suspension data. (EB)

Aguon, Katherine B.
The Guam Dilemma: The Need for a Pacific Island Educational Perspective.
Pub Date-Apr 79
Note-12p.; Paper presented at the National Association for Asian American and Pacific Education Conference (San Francisco, California, April 25-27, 1979)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Chamorro, Cultural Differences, Cultural Pluralism, *Culture Conflict, Educational History, *Educational Policy, Educational Theories, Elementary Secondary Education, *Ethnicity, *Foreign Policy, Immigrants, Multicultural Education, *Non Western Civilization, Social Change, Social Differences, *Social Environment
Identifiers-*Guam

This paper analyzes the cultural and social changes which have occurred in Guam since World War II and discusses their implications for education. The massive increase in the number of American troops, the expansion of military installations, the importation of alien labor, the emphasis on a stateside style of education, and the development of a multi-ethnic population are all seen as having had a negative impact on the cultural identity of the island's inhabitants. The author concludes that even the current trend toward cultural pluralism in Guam's educational system is an American philosophy and not applicable to Guam's unique social situation. (EB)

ED 178 638 UD 019 867

Kumagai, Gloria

Integrating Asian American Curriculum into the Classroom.

Note-12p.; Paper presented at the National Association for Asian American and Pacific Education Conference (San Francisco, California, April 25-27, 1979); Not available in paper copy due to reproduction quality of original document

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Asian Americans, *Asian Studies, Curriculum Design, *Curriculum Development, Discriminatory Attitudes (Social), Elementary Secondary Education, Ethnic Stereotypes, *Federal Programs, *Inservice Teacher Education, *Integrated Curriculum, Program Effectiveness, Public Schools, Student Attitudes, Textbook Bias

Identifiers-Elementary Secondary Education Act Title IV, *Minnesota (St Paul)

Since materials are scarce, textbooks are incomplete, and teacher training is inadequate, teachers need ongoing assistance and training in integrating Asian American curriculum into their classrooms. A federally-funded project that is currently in its second year of operation in the St. Paul Public Schools is attempting to meet this need. The inservice training model and curriculum model utilized in the project are helping teachers eliminate many of the myths and stereotypes about Asian Americans, and the skills developed in project workshops are helping them to integrate Asian American studies into all areas of curriculum. In general, it can be said that results from the primary and high school levels indicate that the inservice training of teachers and providing them with the time to develop new curriculum materials has a positive effect on students' attitudes toward Asian Americans. (Author/EB)

ED 178 639 UD 019 868

Kashima, Tetsuden

Washington's Asian American Studies: Today and Tomorrow.

Pub Date-Apr 79

Note-15p.; Paper presented at the National Association for Asian American and Pacific Education Conference (San Francisco, California, April 25-27, 1979); Not available in paper copy due to reproduction quality of original document

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Attitudes, *Asian Americans, Bilingual Education, Colleges, Community Colleges, *Cross Cultural Studies, Elementary Secondary Education, Higher Education, *Multicultural Education, Public Schools, Student Attitudes, Student Needs, *Surveys, Teacher Attitudes

Identifiers-*Washington

An overview of Asian American studies in the State of Washington is provided in this report. Statistics on the number of Asian students in Washington's schools are used to illustrate the need for Asian American courses at all educational levels. The results of three questionnaires which were distributed to obtain information about respondents' opinions/perceptions of Asian American studies at his or her institution and information about Asian American course offerings and Asian American or related programs are summarized. The responses described came from educators and students in elementary and secondary schools, community colleges, and institutions of higher education. Brief descriptions of multicultural and bilingual courses or programs offered at the various institutions surveyed are also included. It is emphasized that existing programs are too few in number and too limited in scope to meet the needs of the State's Asian American population. (EB)

Muskal, Fred

A Learner-Centered Approach to Multi-Cultural Education: Some Beginnings.

Pub Date-Apr 79
Note-9p.; Paper presented at the National Association for Asian American and Pacific Education Conference (San Francisco, California, April 25-27, 1979); Not available in paper copy due to reproduction quality of original document
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cultural Differences, Elementary Secondary Education, Family Environment, *Multicultural Education, School Environment, *Student Centered Curriculum, *Student Experience, *Teacher Role
Identifiers-Hall (Edward T), *Primary Message Systems

This paper uses Edward T. Hall's theory of Primary Message Systems (PMS) as a basis for suggesting ways in which multicultural education can be organized around a learner's everyday life. It is argued that typical multicultural education programs do not take into account the variety and complexity of a learner's everyday life at home, in the school and in the community. Suggestions are presented within the context of the PMS theory and focus on the teacher's role in developing questions and activities that address the home, school and street subcultures of the learner. Emphasis is placed on the active participation of learners in research and discussion. Additional readings are suggested for the educator who might wish to develop this type of multicultural education approach in his or her classroom. (EB)

ED 178 641 UD 019 878

Ferrara, Lynette Lanoff, Sheri

The ESAA Basic and Pilot Programs in Region II: Volume II Case Studies.

Applied Urbanetics, Inc., Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date-Nov 78
Contract-300-76-0433
Note-125p.; For a related document see UD 019 879
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Community Characteristics, Elementary Secondary Education, Federal Aid, *Federal Programs, *Integration Plans, Program Administration, *Project Applications, Racial Composition, *School Integration, Urban Areas
Identifiers-*Emergency School Aid Act 1972, New Jersey, *New York

This study reports on eight projects funded by the Emergency School Aid Act (ESAA) during 1977-1978 in seven districts in New Jersey and New York. The seven districts are described in terms of: (1) their demographic characteristics, such as racial/ethnic composition of the public schools, minority isolation, percentage of educationally or economically disadvantaged students, and metropolitan status; (2) their desegregation experiences; and (3) their experience with the ESAA Basic and Pilot programs prior to the 1976 grant competition. Also covered in this report are details regarding the preparation of applications for ESAA funds, eligibility requirements and application review. Finally, the content and implementation of the Basic and Pilot projects in the seven districts are described. Focused on are district staffs' perceptions of the relationship of the projects to school desegregation, and program administrative procedures. (EB)

ED 178 642 UD 019 879

Ferrara, Lynette Lanoff, Sheri B.

The ESAA Basic and Pilot Programs in Region II: Volume I Administration.

Applied Urbanetics, Inc., Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date-Nov 78
Contract-300-76-0433
Note-197p.; For a related document, see UD 019 878
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Educational Finance, Elementary Secondary Education, *Federal Aid, Minority Group Children, *Program Administration, *Project Applications, School Districts, *School Integration, Technical Assistance
Identifiers-*Emergency School Aid Act 1972, *New Jersey, New York

This study reports on the administration of the Emergency School Aid Act (ESAA) Basic and Pilot programs in New Jersey and New York. An overview of the Act and the criteria that desegregating schools in the region must meet in order to qualify for ESAA funds is provided. Findings regarding program operations, including application preparation, grant competition, project monitoring and technical assistance, are presented. These findings are based upon assessments of: (1) how ESAA program operations affected the decision to apply for a Basic or Pilot grant and the content and dollar value of the proposed projects; (2) how program operations affected the selection of grantees, the content and dollar value of the funded projects, and the timing of the grant award; and (3) limitations of the procedures used to monitor and to provide technical assistance to the projects. Appended are data on minority pupil compositions of districts that applied for a Basic or Pilot grant in Region II and on desegregation-related district characteristics. Data sources are also listed. (Author/EB)

ED 178 643 UD 019 880

Stout, Robert T.

Facilitating Desegregation: A Handbook for Community Organizations.

Rand Corp., Santa Monica, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date-Dec 78

Contract-300-76-0311

Note-31p.

Pub Type- Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Activism, *Change Strategies, *Community Involvement, Community Leaders, *Community Organizations, Elementary Secondary Education, Leadership Qualities, Leadership Responsibility, Political Power, School Community Relationship, *School Integration

This handbook describes activities and strategies that have been used successfully by community organizations to promote school desegregation. The information presented is based, in part, on findings from the Rand Corporation's evaluation of the nonprofit organization program of the Emergency School Aid Act. Specific actions and strategies that seem to contribute to citizen group success in particular phases of school desegregation are discussed. It is pointed out that citizen groups that have successfully modified school desegregation have usually chosen a strategy that can be described as ``political'' or ``activist.'' Reference is made to the importance of strong leadership and leadership style in any group concerned with facilitating desegregation. Characteristics of strong community group leaders are described and steps that might be taken by community group leaders to make their groups more effective are suggested. (Author/EB)

ED 178 644 UD 019 882

Annual Program Plan, Fiscal Year 1980, Title I ESEA.

Kansas State Dept. of Education, Topeka.
Pub Date-12 Jun 79
Note-58p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Compensatory Education Programs, *Educational Finance, Educationally Disadvantaged, Elementary Secondary Education, *Federal Aid, *Federal Legislation, Federal Programs, National Programs, Program Administration, Program Evaluation, *Program Planning, Program Validation, State Programs
Identifiers-*Elementary Secondary Education Act Title I, *Kansas

The major focus of this report is on the Kansas State Department of Education's (KSDE) plan for the expenditure of Title I funds in Kansas. Specific information provided includes: (1) an overview of Title I administration; (2) Federal, State, and local school district reponsibilities for Title I; (3) KSDE's monitoring and enforcement plan; (4) a historical summary of Title I funds distribution in Kansas; (5) Federal and State funding formulas; (6) criteria for approving local programs; (7) program administration in Kansas; and (8) the four components of Title I. Data showing the participation of unified school districts, Title I staffing, and the progress of the program in Kansas on the national level are provided. Appendices include Kansas's state education agency (SEA) monitoring report form and a Kansas Title I Program Compliance Audit Review. (EB)

ED 178 645 UD 019 884

Age Discrimination in Federally-Assisted Programs. Hearing Before the United States Commission on Civil Rights; Hearing Held in Denver, Colorado, July 28-29, 1977. Volume I: Testimony.

Commission on Civil Rights, Washington, D.C.
Pub Date-Jul 77
Note-226p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Age, Community Service Programs, *Equal Opportunities (Jobs), Federal Legislation, *Federal Programs, Health Programs, Legal Aid, *Mental Health Programs, *Older Adults, Rehabilitation Programs, *Social Discrimination, Social Services
Identifiers-*Age Discrimination Act 1975, *Colorado (Denver)

The statements presented by numerous individuals at the hearing are recorded in this volume. Specific examples of discrimination against older adults in such Federally-assisted programs as the food stamp program, Medicaid, the community mental health centers program, the vocational rehabilitation program, the social services program under Title XX of the Social Security Act, and the legal services program are discussed. Suggestions for eliminating age discrimination in these programs and for improving Federal enforcement procedures in implementing the Age Discrimination Act of 1975 are included. (EB)

ED 178 646 UD 019 885

Crisis and Opportunity: Education in Greater Kansas City. Summary Edition.

Bi-State Committee on Education of the Kansas and Missouri Advisory Committees to the U.S. Commission on Civil Rights.

Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-Jan 77
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bus Transportation, *Educational Improvement, Educationally Disadvantaged, *Educational Problems, Educational Quality, Elementary Secondary Education, *Equal Education, *Housing Patterns, Minority Group Children, Public Schools, Racially Balanced Schools, Racial Segregation, *Resource Allocations, *School Integration
Identifiers-*Kansas (Kansas City)

This report summarizes the findings and recommendations of the Bi-State Committee on Education concerning public schools in the Greater Kansas City region, especially with regard to the problem of racial isolation. Educational activities and problems, civic and political leadership in the area, and the significance of segregated housing patterns are reviewed. Suggested remedies for improving the quality of education in the Kansas City area and for providing equal educational opportunities to minority and other educationally disadvantaged students include: (1) more equal allocation of resources; (2) busing; (3) improved leadership; (4) school improvement; (5) instructional improvement; (6) magnet schools; and (7) voluntary desegregation efforts. (EB)

ED 178 647 UD 019 886

School Desegregation in Boston; A Staff Report Prepared for the Hearing of the U.S. Commission on Civil Rights in Boston, Massachusetts, June 1975.

Commission on Civil Rights, Washington, D.C.
Pub Date-Jun 75
Note-164p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Agency Role, *City Government, *Community Characteristics, Demography, Elementary Secondary Education, Federal Court Litigation, Federal Government, Government Role, Integration Litigation, *Integration Plans, *Law Enforcement, Police, *School Integration, State Agencies

Identifiers-*Massachusetts (Boston)

This report provides an overview of school desegregation efforts in Boston, Massachusetts. Background information on the city and its school system is provided. Included are demographic statistics about the Boston area, a description of the major components of the educational structure at the local and State level, a review of the history of school desegregation in the city, and a summary of key findings in the 1974 Federal district court decision regarding racial imbalance in the Boston school system. The desegregation plan ordered by the district court is described and remaining problem areas are outlined. Also discussed are the authority and responsibility of various Federal agencies in school desegregation cases and the activities of these agencies in Boston. In addition, the structure of State and local enforcement agencies are examined and their involvement in desegregation-related assignments since September 1974 is described. Appended are charts showing the institutional hierarchy of Boston's educational and police systems, as well as a chronological outline of legal developments under Phase I of the city's school desegregation plan. (EB)

ED 178 648 UD 019 887

Hearing before the United States Commission on Civil Rights; Hearing Held in Denver, Colorado, February 17-19, 1976.

Commission on Civil Rights, Washington, D.C.
Pub Date-Feb 76
Note-1,129p.; Maps and parts of the Exhibits Section may be marginally legible due to light print
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Bilingual Education, Bus Transportation, Community Involvement, Discipline, Educational Quality, Elementary Secondary Education, *Equal Education, Individualized Instruction, *Integration Effects, Minority Group Children, Racially Balanced Schools, Remedial Programs, *School Community Relationship, *School Integration, Teacher Education
Identifiers-*Colorado (Denver)

This volume records the statements made by individuals at a public hearing on school desegregation in Denver, Colorado. Issues addressed by those at the hearing concern improving the effectiveness of school integration for both minority students and majority students, and include bilingual education, remedial math and reading programs, student achievement, educational quality, busing, teacher training, Federal financial support, discipline, school administration, technical problems, community involvement, and individualized instruction. Documents, progress reports from black and Hispanic organizations, letters, and other literature related to desegregaiion and submitted to the hearing as exhibits are appended. (EB)

Quay, Richard H., Comp.

In Pursuit of Equality of Educational Opportunity; A Selective Bibliography and Guide to the Research Literature.

Pub Date-77

Note-173p.

Available from-Garland Publishing, Inc., 136 Madison Avenue, New York, NY 10016 ($23.00)

Pub Type- Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-*Bibliographic Citations, *Educational Opportunities, *Equal Education

Over 2,000 literature sources dealing with the topic of achievement of equality of educational opportunity are listed in this bibliography. Listings of bibliographies on equality of educational opportunity and related issues, sources consulted, and a topical index are also included. (EB)

ED 178 650 UD 019 889

School Desegregation in Tacoma, Washington; A Staff Report of the United States Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
Pub Date-May 79
Note-24p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Board of Education Policy, *Change Strategies, Community Attitudes, Elementary Secondary Education, Equal Education, *Integration Effects, *Integration Plans, Program Effectiveness, School Community Relationship, *School Integration
Identifiers-*Washington (Tacoma)

This report describes the programs, policies, and strategies developed and implemented by the Tacoma school board in its successful desegregation effort. Particular attention is given to the role that strong school leadership, staff commitment, innovative program planning and good communication within the community played in helping Tacoma eliminate segregation and provide equal educational opportunities to all of the city's students. The effects of the desegregation effort on the proportion of minority teachers in the district, curriculum development, student and parental attitudes, educational quality, and community cooperation are outlined. (EB)

Jones, Alice Diener, Thomas

Blacks in Alabama; A Study of Selected Characteristics: Population, Place of Residence, Sex, Age.

Alabama Univ., University. Inst. of Higher Education Research and Services.
Spons Agency-Carnegie Corp. of New York, N.Y.
Report No.-Research-Monograph-No-1
Pub Date-75
Note-42p.; Chart 2 (Population of Alabama by County) may be marginally legible due to small, light print
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age, Black Population Trends, *Blacks, *Census Figures, *Demography, Females, Males, Population Distribution, Postsecondary Education, Rural Population, *Statistical Analysis, Urban Population
Identifiers-*Alabama

Using 1970 Federal Census data, this paper analyzes selected characteristics of the black population in Alabama, focusing on the following categories: (1) blacks in Alabama counties; (2) urban and rural blacks; and (3) blacks in Alabama by sex and age. Special emphasis is placed on producing and interpreting data by which postsecondary education can more effectively serve the many needs of black Alabama citizens. Data are presented primarily in the form of numerous tables. (EB)

ED 178 652 UD 019 897

Twenty Years After Brown; A Report of the United States Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
Pub Date- 79
Note-198p.; For descriptions of the four chapters of this document, see UD 019 898 (Chapter 1), ED 102 285 (Chapter 2), ED 117 291 (Chapter 3), and UD 019 899 (Chapter 4)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Affirmative Action, Blacks, *Civil Rights, Civil Rights Legislation, *Equal Education, *Equal Facilities, *Equal Opportunities (Jobs), *Equal Protection, Females, Housing Opportunities, Minority Groups, Racial Discrimination, Sex Discrimination, Social Discrimination
Identifiers-*Brown v Board of Education

This volume contains a series of concise reports summarizing the status of civil rights for minority groups in education, employment, public accomodations, and housing since the Brown v. Board of Education Supreme Court school desegregation decision in 1954. The focus of each of these reports is on the ways that the lives of blacks and other minorities have changed and the progress that has or has not been made in providing equal opportunities, equal education, and equal facilities to minority groups during the past 20 years. Legislation which was enacted and policies which were implemented to eliminate past and present discriminatory practices against blacks, females and other minorities are reviewed and the impact of these efforts on the social and economic status of the various minority groups are discussed. Findings of the United States Commission on Civil Rights and its recommendations for achieving equal opportunity where it is lacking in education, employment, housing, public accomodations, political participation, and the administration of justice are outlined. Tables and charts are included which provide statistical data related to the issues discussed. (EB)

ED 178 653 UD 019 898

The Shadows of the Past.

Commission on Civil Rights, Washington, D.C.

Pub Date- 79
Note-29p.; For related documents see UD 019 897-899, ED 102 285, and ED 111 291
Available from-Not available separately; See UD 019 897
Pub Type- Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Affirmative Action, *Black History, *Blacks, *Civil Rights Legislation, Economic Status, *Equal Education, *Equal Opportunities (Jobs), Federal Legislation, *Females, Housing Opportunities, Income, Integration Effects, Racial Integration, Racial Segregation, School Integration, Social Integration
Identifiers-Alabama (Birmingham), Brown v Board of Education, King (Martin Luther Jr), March on Washington, National Association Advancement Colored People

In this review, historical events are used to depict those aspects of American and especially black history which preceded the Brown v. Board of Education decision. Slavery, the Civil War, and the civil rights movement are discussed. Efforts to achieve equal educational opportunity are described and an overview of school desegregation and other relevant legislation is provided. Reactions to these efforts and the gains that have been made in school integration, social integration, and the educational attainment of blacks since 1954 are described. Equal economic opportunity is discussed in terms of early Federal efforts, affirmative action, the Equal Employment Opportunity Commission, problems in enforcement, and sex discrimination in employment. Data which illustrate the changes that have occurred in the employment status, income status, and availability of public accommodations for non-whites and women are presented. (EB)

ED 178 654 UD 019 899

Equal Opportunity in Housing.

Commission on Civil Rights, Washington, D.C.

Pub Date- 79
Note-68p.; For related documents see UD 019 897-898, ED 102 285, and ED 111 291
Available from-Not available separately; See UD 019 897
Pub Type- Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Black Housing, *Federal Legislation, *Females, *Housing, *Housing Discrimination, *Housing Opportunities, Housing Patterns, Low Rent Housing, Minority Groups, Sex Discrimination, Urban Areas, Urban to Suburban Migration
Identifiers-Civil Rights Act 1964 Title VI, Civil Rights Act 1968 Title VIII, Department of Housing and Urban Development, Housing and Community Development Act 1974, Housing and Urban Development Act 1968

This overview of developments in housing opportunities for minorities and women includes an historical review of housing discrimination, its nature, and its effects. Federal legislation and Federal actions which were taken to assure equal housing opportunities for women and minorities are described. Other topic areas addressed include minority migration, urban residential segregation, housing deficiencies, minority homeownership, rental housing for minorities, housing costs of minorities, and the housing conditions of blacks in poverty areas, of the Spanish-origin population and of native American minorities. Housing conditions of families headed by women are also described. Specific legislation and specific programs designed to enforce equal opportunity in housing are described. (EB)

ED 178 655 UD 019 903

Neutral Site Planning Project, Final Report. Volume II: Neighborhood Profiles.

Providence School Dept., R.I.; Rhode Island Univ., Providence. Community Planning and Area Development Urban Field Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-30 Aug 78
Note-853p.; For related documents see UD 019 679 (Vol. I), UD 019 904 (Vol. III), and UD 019 905 (Vol. IV)
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF05/PC35 Plus Postage.
Descriptors-*Community Characteristics, *Demography, Economic Status, Elementary Secondary Education, Ethnic Distribution, Housing Patterns, Integration Plans, *Magnet Schools, Racial Composition, School Demography, *School Location, *Statistical Data, Student Transportation
Identifiers-*Rhode Island (Providence)

As part of a plan for the development of neutral site magnet schools in Providence, twenty-four individual neighborhoods are profiled in a series of charts and tables which provide demographic, economic, housing, and social service and crime data. The information provided includes ethnic composition, age breakdowns, educational level, income, employment status, fertility ratios, density of residence within housing units, distribution of land use, and selected health indices. Each series of tables and charts is introduced by a summary of key indicators and a map of the neighborhood. Sources of data are listed. (Author/EB)

ED 178 656 UD 019 904

Neutral Site Planning Project, Final Report. Volume III: Curriculum Development.

Providence School Dept., R.I.; Rhode Island Univ., Providence. Community Planning and Area Development Urban Field Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-30 Aug 78

Note-97p.; For related documents, see UD 019 679 (Vol. I), UD 019 903 (Vol. II), and UD 019 905 (Vol. IV)

Pub Type- Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Art Education, Basic Skills, *Business Education, Career Exploration, Community Involvement, Course Descriptions, Course Objectives, *Curriculum Guides, Educationally Disadvantaged, Elementary Secondary Education, *Health Education, *Legal Education, *Magnet Schools, Parent Participation, Program Coordination, Program Costs, Student Centered Curriculum, Student Evaluation

Identifiers-*Rhode Island (Providence)

A curriculum package designed for Providence, Rhode Island's proposed magnet school program is presented in this report. Included are the curricula for Health Careers, Creative, Performing and Communications Arts, Business and Management, and Government and Law Magnet Programs. General information about each curriculum covers overall goals, assessment procedures, support services, teacher training, strategies for developing parent/student involvement, staffing, budgeting, space requirements, projected enrollment, organization, and supply needs. Specific course statements and plans for the inclusion and support of minority, handicapped, and other disadvantaged students are included. Emphasis on basic skills, preparation of students for both entry-level and professional schools, receptivity to student interests and abilities, and the importance of community involvement are also discussed. (EB)

ED 178 657 UD 019 905

Neutral Site Planning Project, Final Report. Volume IV: Facilities Analysis.

Providence School Dept., R.I.; Rhode Island Univ., Providence. Community Planning and Area Development Urban Field Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-30 Aug 78
Note-97p.; For Volumes I-III, see UD 019 679 and UD 019 903-904
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Curriculum Design, Educational Facilities, *Educational Planning, Facility Guidelines, Facility Planning, *Facility Requirements, Facility Utilization Research, *Magnet Schools, *Physical Design Needs, Secondary Education, *Secondary Schools, *Site Analysis
Identifiers-*Rhode Island (Providence)

This report focuses on predicting the various physical impacts that proposed magnet school programs will have on potential magnet school sites in Providence, Rhode Island. Included are brief descriptions of the secondary schools in Providence being considered for the magnet programs and a listing of prevailing standards and building regulations which govern renovation and alteration to existing structures. The curriculum outline for each of three proposed magnet programs (health, business careers, and law and government) is translated into spatial requirements for two of the schools described. A listing of program activities for each curriculum outline is used as the basis for analyzing the projected demand and utilization of these facilities over a four year period. Taken into account are the special needs and additional requirements of each magnet program. (EB)

ED 178 658 UD 019 932

Noboa, Abdin

ESEA Triumph or Tribulation for the Hispanic: A Review of the Research with Special Emphasis on Title I.

Pub Date-21 Aug 78
Note-41p.; Paper delivered at the National Conference of Hispanic Educators (Alexandria, Virginia, August 21-23, 1978)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Administrative Problems, *Compensatory Education Programs, Educational Finance, *Educationally Disadvantaged, *Educational Problems, Elementary Secondary Education, Equal Education, *Federal Legislation, Minority Group Children, *Program Effectiveness, Resource Allocations, *Spanish Speaking
Identifiers-*Elementary Secondary Education Act

This paper argues that the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and subsequent amendments to improve and equalize educational opportunities for the disadvantaged have been aborted by impotent enforcement and insufficient appropriation of resources. Research findings and highlights from major educational evaluations of ESEA, particularly those concerning Title I of the Act, are presented in support of this argument. Data on achievement rates and achievement regression of ESEA students are provided. Specific reference is made to the poor achievement rates of ESEA Hispanic students and the lack of significant research on this population. Major points made in the paper are summarized and conclusions are discussed. A bibliography is appended. (Author/EB)

ED 178 659 UD 019 933

Billings, Charles E.

Decorum and Discipline: The Politics of Black Exclusion in Secondary Schools.

Pub Date-Mar 79
Note-18p.; Based on a paper prepared for the Annual Meeting of the National Association of Black Political Scientists (Washington, D.C., March 22-24, 1979); Not available in paper copy due to reproduction quality of original document; Figure 1 may be marginally legible
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Behavior Patterns, *Black Students, Caucasian Students, Discipline Policy, Females, Males, *Racial Differences, Secondary Education, Sex Differences, Student Attitudes, *Student Behavior, *Suspension

Data concerning the reported offenses of suspended students in a school district in the southeastern United States are examined to determine whether the disproportionate number of black student suspensions is due to ordinary problems of decorum or to actual challenges to the authority of the school. Offenses attributed to males and to females of both races are described. It is pointed out that the racial pattern of these offenses differs, with blacks being involved in a wider range of authority defiance than whites. This ``non-consent'' posture taken by blacks is held accountable for their higher suspension rates. Attached tables provide data, by race and sex, on: (1) suspension rates for three academic years; (2) ``exclusion rates,'' i.e., rates based on the actual number of suspensions minus the expected number; (3) most frequently occurring suspendable offenses; (4) student fighting; (5) suspensions for refusing discipline; and (6) a rank ordering of offenses. (Author/EB)

Peter, Karl

The Myth of Multiculturalism and Other Political Fables.

Pub Date-Oct 79
Note-23p.; Paper presented at the Canadian Cthnic Studies Association Conference (Vancouver, British Columbia, Canada, October 11-13, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Biculturalism, *Bilingualism, Cultural Isolation, *Cultural Pluralism, Culture Conflict, *Ethnic Groups, *Government (Administrative Body), *Political Issues, Political Power, Power Structure, *Public Policy, Social Influences
Identifiers-*Canada

This paper proceeds from the hypothesis that the bilingual and multicultural policy of the Canadian government was: (1) an appeasement policy toward a revitalized Quebec and a containment policy regarding its claim to political power; and (2) a device to legitimize the continued dominance of the ruling English speaking elite at a time when its position was threatened by Quebec's claim to political power on the one hand, and by the economic and cultural vitality of ethnic groups on the other. According to this hypothesis, the government's policy offered ethnic individuals an illusion of cultural freedom, while denying them any real power. It is argued that when different social classes and interest groups in Quebec have successfully organized to achieve their political, economic, and cultural goals, the government's policy of multiculturalism, which has for so long dominated the life of ethnic group members, will no longer be applicable, and that ethnic groups must concern themselves with building a power base from which they can influence the course that Canada will take in the future. (Author/EB)

ED 178 661 UD 019 936

Tatel, David S.

Nondiscrimination in Federally Assisted Programs; Title VI of the Civil Rights Act of 1964 (45 CFR Part 80) Policy Interpretation Number 1.

Office for Civil Rights (DHEW), Washington, D.C.

Pub Date-2 Oct 79

Note-11p.; Not available in paper copy due to reproduction quality of original document

Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education, Admission Criteria, *Affirmative Action, *College Admission, Court Cases, Equal Education, Higher Education, *Institutional Role, *Minority Groups, *Supreme Court Litigation

Identifiers-*Bakke v Regents of University of California, *Civil Rights Act 1964 Title VI

This policy interpretation encourages institutions of higher education to continue and expand voluntary affirmative action programs to increase their enrollment of minority groups members and to attain a diverse student body. It identifies permissible techniques to achieve these objectives consistent with Title VI of the Civil Rights Act of 1964 and the Supreme Court's decision in Regents of the University of California v. Bakke. (Author)

ED 178 662 UD 019 937

Hayles, Robert

The Role of Values in the Achievement of Black College Students.

Pub Date- 75
Note-37p.; Not available in paper copy due to reproduction quality of the original
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Ability, *Academic Achievement, *Black Attitudes, *Black Students, *College Students, Higher Education, Low Ability Students, Standardized Tests, *Values

In a study of the role values may play in the achievement of black college students: (1) consensually validated definitions of values were obtained; (2) ability was measured using tests standardized on black college students; (3) values were measured with both rank order and rating scales; and (4) academic achievement data were collected. The results suggest that ability moderates the relationship between values and achievement with stronger positive relationships among students with low measured ability. Strong values for all black people and independence for all black people are positive correlates of academic performance. (Author)

ED 178 663 UD 019 938

Huang, Joe, Ed.
Tai-Chi Chuan; Teacher's Handbook.
Chinese Culture Foundation, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Grant-OEG-0-75-1332
Note-48p.; For related documents see UD 019 939-941; Photographs may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Chinese Culture, *Exercise (Physiology), *Movement Education, *Multicultural Education, *Physical Education, Physical Fitness, Secondary Education
Identifiers-Ethnic Heritage Studies Program Act, *Martial Arts, *Tai Chi Chuan

The exercises and basic movements of Tai-chi Chuan, one form of the Chinese martial arts, are described and illustrated (through photographs) in this teaching guide. Chinese terms used in the text are defined, the benefits of Tai-chi Chuan are discussed, and background information concerning the history of Chinese martial arts and Tai-chi Chuan is provided. Suggestions and lesson plans for teaching Tai-chi Chuan in junior and senior high school physical education classes are included. (EB)

Huang, Joe

A Different New Year: Chinese New Year, Teacher's Handbook.

Chinese Culture Foundation, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Grant-OEG-0-75-1332
Note-47p.; For related documents see UD 019 938-941; Not available in paper copy due to reproduction quality of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Chinese Americans, *Chinese Culture, Elementary Secondary Education, *Multicultural Education, *Resource Materials
Identifiers-*California (San Francisco), Ethnic Heritage Studies Program Act

This booklet provides: (1) background information on the traditional celebration of the Chinese New Year and on the Chinese New Year Festival as celebrated in the United States; (2) a three day lesson plan which focuses, respectively, on the Chinese New Year Festival in San Francisco, a field trip to San Francisco's Chinatown, and the Chinese Lunar Calendar; and (3) an appendix of additional reading materials and resources. (EB)

Huang, Joe

The Sounds of Silk and Bamboo: Chinese Music, Teacher's Handbook.

Chinese Culture Foundation, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Grant-OEG-0-75-1332
Note-29p.; For related documents see UD 019 938-941
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Chinese Culture, Elementary Secondary Education, *Multicultural Education, *Musical Instruments, *Music Appreciation, *Music Education, *Oriental Music, Resource Materials
Identifiers-*California (San Francisco), Ethnic Heritage Studies Program Act

This booklet provides a two day lesson plan that may be used by teachers in conjunction with a videotape program to familiarize their students with Chinese music, musical instruments, and playing techniques. Appended are descriptions and photographs of popular Chinese instruments, a guide to Chinese music resources in the San Francisco Bay area, and a bibliography on Chinese music. (EB)

ED 178 666 UD 019 941

Huang, Joe, Ed.

Chinese Foods; Teacher's Handbook.

Chinese Culture Foundation, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 76
Grant-OEG-0-75-1332
Note-68p.; For related documents see UD 019 938-940
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Chinese Culture, *Cooking Instruction, *Foods Instruction, *Home Economics Education, *Multicultural Education, Secondary Education
Identifiers-*California (San Francisco), Ethnic Heritage Studies Program Act

Different styles of Chinese cooking, traditional food items, cooking utensils, serving techniques, and the nutritional value of Chinese cooking are described in this teaching guide. Lesson plans for the preparation of simple dishes are presented. Recipes, a shopping guide to San Francisco's Chinatown, a guide to sources of supplies, and a bibliography are attached. (EB)

Kenyon, Charles B.

ALP: Alternate Learning Project; Overview of a Model High School in Providence, Rhode Island.

Providence Public Schools, R.I.
Pub Date- 79
Note-18p.; For a related document, see UD 016 231; Photographs may not reproduce well
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Alternative Schools, Art Education, Basic Skills, Career Education, College Preparation, Community Consultant Programs, Counseling Services, *Demonstration Programs, Individualized Instruction, *Program Effectiveness, *School Community Programs, *Senior High Schools
Identifiers-*Alternate Learning Project, *Rhode Island (Providence)

The Alternate Learning Project (ALP) is a community based public high school in Providence, Rhode Island. The ALP student population participates in a program offering individualized basic skills instruction, college preparatory courses, career exploration activities, and a broad arts curriculum. Throughout, the emphasis is on continuous counseling and student responsibility. The success of ALP has been documented and its program is now available for implementation in local school districts. This booklet describes the ALP model and ALP special focus programs, and details the services available through ALP dissemination. Among the areas discussed are community resource development, family life education, competency based education, programs for students with special needs, the establishment of a child care center, curriculum development, governance and parent participation, and organization and fiscal management of alternative education. (EB)

ED 178 668 UD 019 946

Valeri, Michele Meade, George

Have You ROARED Today? A Creative Drama Handbook.

Montgomery County Public Schools, Rockville, Md.
Pub Date-79
Note-113p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Creative Activities, *Creative Dramatics, Discovery Learning, *Educational Innovation, Elementary Secondary Education, Language Development, *Learning Activities, Learning Motivation, Motor Development, *Multisensory Learning, Skill Development, *Student Development
Identifiers-*Elementary Secondary Education Act Title I

This handbook presents a number of creative drama activities that may be used by teachers to motivate and enhance student development. Included are activities for sensory awareness; spatial awareness and body movement; verbalization; pantomime, rhythm, music and poetry; storybuilding and dramatization; and characterization and improvisation. Each activity contains information on usual grade level applications, particular skills focused upon, materials that may be required, whether the activity should be considered a ``warm-up,'' ``general,'' or ``follow-up'' exercise, and suggested side coaching (teacher's encouragements or explanations to the students). Appendices provide a cross referencing of activities according to their appropriateness for particular academic needs, behavioral needs, and student level. A sample lesson plan and a bibliography are included. (Author/EB)

ED 178 669 UD 019 948

Burdge, Rabel J. And Others

Crime Victimization in Illinois: The Citizens' Perspective. Special Series 4.

Illinois Univ., Urbana. Cooperative Extension Service.
Spons Agency-Illinois Univ., Urbana.
Pub Date- 78
Note-37p.
Pub Type- Collected Works - Serials (022) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Crime, *Data, Racial Factors, *Regional Characteristics, Rural Areas, Rural Urban Differences, *Socioeconomic Influences, *State Surveys, Urban Areas, Vandalism, Violence
Identifiers-*Illinois

Data from a survey of Illinois residents are used in this report to determine the extent and distribution of crime in the State. Specific areas addressed include: (1) the extent of two types of crime, violent crime and property crime, and which is the more predominant; (2) whether crime in Illinois is an urban or rural problem; (3) social characteristics of the victims (young or old, male or female, rich or poor, white or nonwhite, house or apartment dwellers); and (4) how victimization rates vary geographically. Data obtained from the survey relating to each of these areas are presented and discussed. Appendices provide details of the survey methods and a profile of respondents. (EB)

ED 178 670 UD 019 952

Wingate, James G.

Non-Intellectual Correlates of Attrition Among Disadvantaged Adults.

Pub Date- 79

Note-32p.; Figure 1 and Table 15 may be marginally legible due to print size

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Dropouts, Adult Education, Age, College Preparation, *Demography, *Dropout Characteristics, Family Characteristics, Income, Marital Status, Secondary Education, *Self Concept, Student Experience

Identifiers-New York (Syracuse)

The study described in this report was conducted in order to determine the effects of self concept and selected demographic and economic variables on attrition. Data are drawn from a group of 74 disadvantaged adult students who enrolled in a college preparatory program at the Syracuse Educational Opportunity Center (S.E.O.C.). Demographic variables considered were age; sex; ethnicity; marital, employment, and household status; source and amount of income; urban, suburban, or rural residence; and household size. Academic variables included course load, achievement test score, and significant others, while self concept was measured with a number of variables concerning identity and social, ethical, and personal attitudes. Results of the study indicate: (1) significant differences in self concept between the study group and the norm group of the Tennnessee Self-Concept Scale, in the areas of self criticism, identity, behavior, total variability and definiteness; (2) significant differences between early and late dropouts in terms of California Achievement scores and days and hours of instruction, but none in terms of employment status or position as head of household. (Author/GC)

Georgia Prisons.

Georgia State Advisory Committee to the U.S. Commission on Civil Rights.
Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-Feb 76
Note-78p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Corrective Institutions, Educational Opportunities, Employment Opportunities, Employment Practices, *Facility Requirements, Institutional Facilities, *Minority Groups, *Prisoners, *Racial Discrimination, *Rehabilitation Programs
Identifiers-*Georgia

Findings from a study of Georgia's 16 adult penal institutions indicate that the State's prison system is plagued by many problems. For example, inadequate funds are allocated to maintain facilities and services for its prisoners. As a result, many of the prisons are antiquated, overcrowded and understaffed. In addition, minorities are not hired proportionate to their numbers in the State's population. Discriminatory racial patterns are also found with regard to minority prisoners in prison work assignments, educational and vocational opportunities, and in the overall treatment of inmates. In order to rectify some of these problems, it is suggested that the State legislature and the Board of Corrections take action to recruit more black employees' provide more opportunities for inmates to learn marketable skills, and to expand academic training for prisoners. (Author/EB)

ED 178 672 UD 019 961

Hispanic Participation in Manpower Programs in Newark, New Jersey.
New Jersey State Advisory Committee to the U.S. Commission on Civil Rights.
Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-Jul 76
Note-70p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Affirmative Action, Employment Opportunities, Employment Practices, *Employment Programs, *Equal Opportunities (Jobs), *Federal Programs, *Minority Groups, Program Improvement, *Spanish Speaking, Urban Areas
Identifiers-Comprehensive Employment Training Act

Focused on in this review is the extent to which Newark's Hispanics participate as clients, advisors, employees, administrators, and policymakers in city manpower programs funded through the Comprehensive Employment and Training Act of 1973 (CETA). A standard of 15% (estimated total Hispanic population in Newark) is used for measuring Hispanic representation in a number of these programs. Taken into account is the impact Newark's affirmative action plan has on minority participation in the city's manpower program. Data are presented and discussed for each of the programs reviewed. Findings indicate that, despite some improvements, Hispanics continue to be inadequately represented in practically all program agencies examined. Recommendations for increasing Hispanic staff representation to achieve a proposed goal of 10-15% Hispanic participation in the city's manpower program are made. Supplementary data and information are appended. (EB)

ED 178 673 UD 019 964

Lindstrom, Duane

Civil Rights and the Housing and Community Development Act of 1974; Volume 1: Livonia.

Michigan State Advisory Committee to the U.S. Commission on Civil Rights.
Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-Jun 75
Note-41p.; Exhibits I and II may be marginally legible. For a related document see UD 019 965
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affirmative Action, Citizen Participation, *Civil Rights, Civil Rights Legislation, *Community Development, Compliance (Legal), Economically Disadvantaged, *Economic Opportunities, Federal Legislation, *Federal Programs, *Housing, Housing Needs, Minority Groups
Identifiers-*Housing and Community Development Act 1974, *Michigan (Livonia)

The primary objective of the Housing and Community Development Act of 1974 is the development of viable urban communities, including decent housing, a suitable living environment, and expanding economic opportunities. This report focuses on the attempts of Livonia, Michigan, to obtain funds under the act. Examined are the areas of citizen participation, assistance for eligible persons, and civil rights compliance. It is stated that in all three areas, Livonia's application for funds under the 1974 act and the process leading to its development have been deficient. One particular problem is said to have been the city's failure to affirmatively address the housing needs of non-resident workers who may wish to reside in Livonia. It is recommended that the Federal Government amend selected procedures for application for funding, and that the Livonia city government also modify parts of its application for funding in order to increase compliance with affirmative action and other civil rights legislation. Appended to the report are descriptions of several civil rights laws affecting the Housing and Community Development Act of 1974. (Author/GC)

ED 178 674 UD 019 965

Lindstrom, Duane

Civil Rights and the Housing and Community Development Act of 1974; Volume II: A Comparison with Model Cities.

Hebrew Rehabilitation Center for Aged, Boston, Mass.
Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-Jun 76
Note-140p.; Not available in paper copy due to reproduction quality of original document. For a related document see UD 019 964
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Citizen Participation, City Improvement, *Community Development, Decision Making, *Economically Disadvantaged, Economic Development, Federal Legislation, *Federal Programs, *Minority Groups, Social Services, Urban Areas
Identifiers-*Housing and Community Development Act 1974, *Michigan, Model Cities

The Housing and Community Development Act of 1974 represents recent congressional action designed to improve the housing and living conditions of the nation's poor. Like the 1974 act, the older Federal model cities program (1968-72) was designed to benefit low and moderate income families, provide alternative uses for available funds, and allow city governments discretion in determining how money would be spent. The Michigan Advisory Committee to the United States Commission on Civil Rights has analyzed the history, intent, structure, implementation, regulation, and results of both laws, as well as the opinions of primary participants in both programs in the State of Michigan. The Committee has found that in terms of citizen participation, low income and minority individuals have had fewer opportunities to participate in decisionmaking under the newer act than they had under model cities legislation. Secondly, communities have increased the amount of resources going to physical development and decreased the amount for public service projects. This shift in funding has not been due to changing community needs, but primarily to the dismantling of citizen participation procedures prevalent under the model cities program. Both administrative and legislative actions are necessary to correct these inequities. (Author/GC)

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